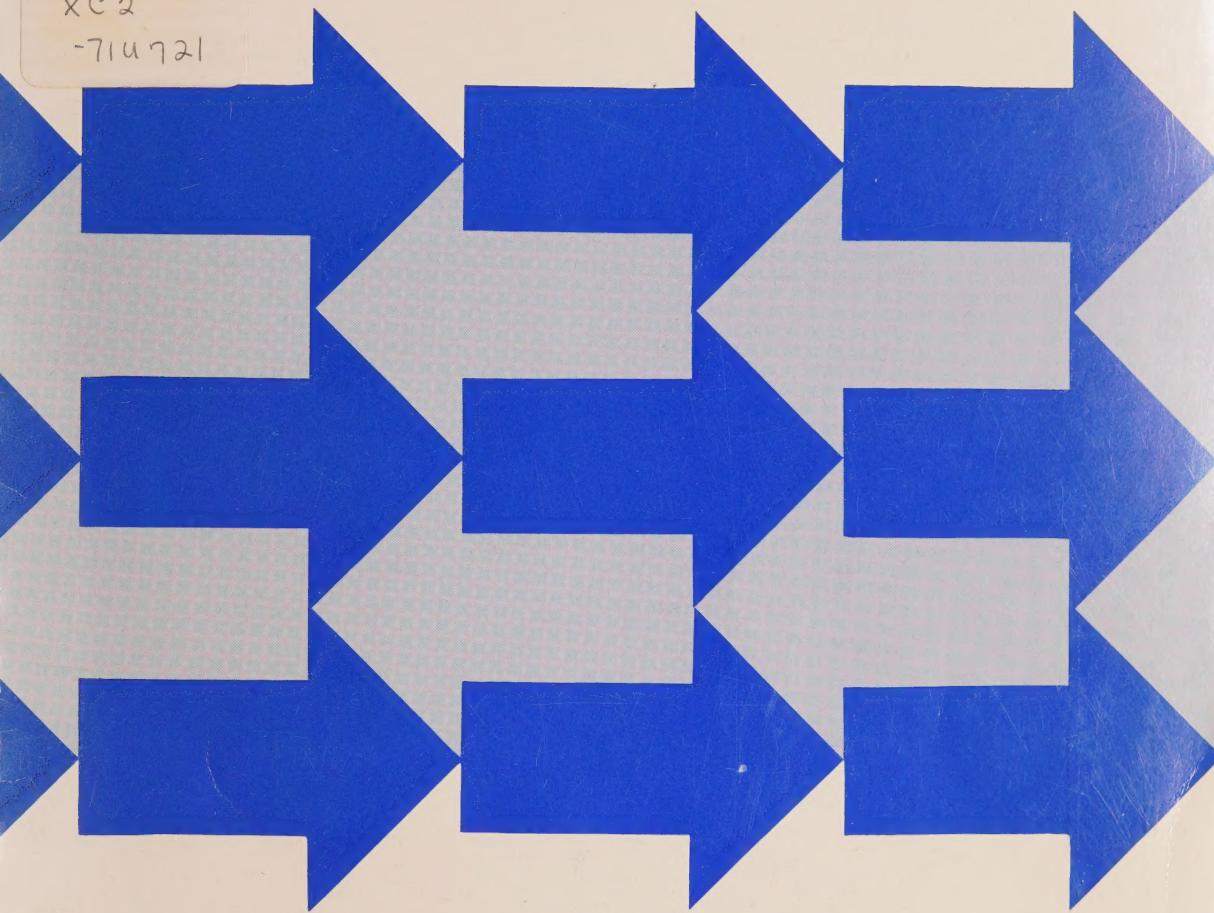


Ontario Legislative Assembly. Select Committee on
the Utilization of Educational Facilities.
[General publications.]

"What happens next is up to you."

[6-8]
CA2φN
XC2
-71u721



Final Report

The Select Committee on the Utilization
of Educational Facilities





Digitized by the Internet Archive
in 2022 with funding from
University of Toronto

<https://archive.org/details/31761114660079>

C420N
XC2
71-U721



The Select Committee
on the
Utilization of Educational Facilities

Final Report
February 1975

Letter of Transmittal

To: The Honourable Russell D. Rowe
Speaker of the Legislative Assembly of the Province of Ontario.

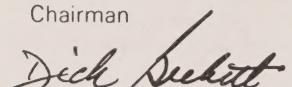
Sir:

We, the undersigned members of the Committee appointed by the Legislative Assembly of the Province of Ontario to inquire into the utilization of educational facilities in accordance with the terms of reference established, have the honour to submit the attached final report.



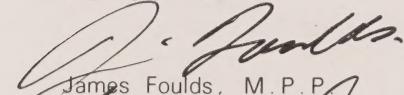
Charles E. McIlveen, M.P.P.

Oshawa
Chairman



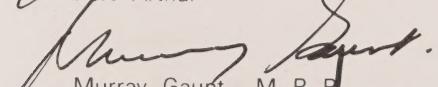
Dick Beckett, M.P.P.

Brantford



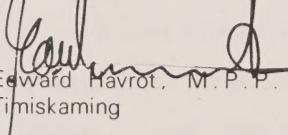
James Foulds, M.P.P.

Port Arthur



Murray Gaunt, M.P.P.

Huron-Bruce



Edward Havrot, M.P.P.

Timiskaming

The Hon. Donald R. Irvine,

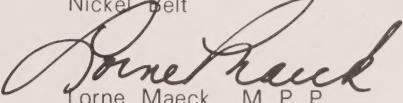
M.P.P.

Grenville-Dundas



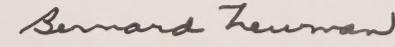
Floyd Laughren, M.P.P.

Nickel Belt



Lorne Maeck, M.P.P.

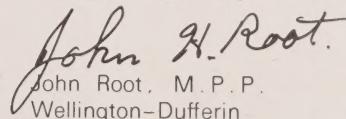
Parry Sound



Bernard Newman

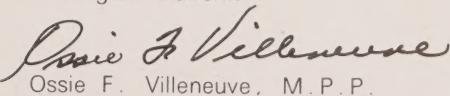
Bernard Newman, M.P.P.

Windsor-Walkerville



John Root, M.P.P.

Wellington-Dufferin



Ossie F. Villeneuve, M.P.P.

Glengarry

On February 26, 1974, Mr. Irvine was sworn in as a Member of the Executive Council of the Province of Ontario. Since that time he has not participated in the deliberations of the Committee and in the formulations of this report, and he accordingly neither subscribes to, nor dissents from, the report.

Terms of Reference

The Legislative Assembly of the Province of Ontario established on December 17, 1971 a Select Committee of its members to "inquire into the Utilization of Educational Facilities."

The Committee was to be guided by the following Terms of Reference:

1. The Committee should inquire into the potentialities and possibilities for the increased use of educational facilities throughout Ontario at all levels, including post-secondary facilities.
2. Specifically, the Committee should examine such matters as:
 - (i) the wider community use of its educational facilities;
 - (ii) the year-round use of such facilities for educational and/or community programmes; and
 - (iii) ways and means by which the above-mentioned activities could be brought about and established.

Contents

Letter of Transmittal
Terms of Reference
Appointment of Members
Acknowledgments
The Committee's Procedures

Summary of Final Recommendations

The Committee's Report:

Completing the Process

Basic Principles

Schools as Community Facilities

- Planning and Design of Community Facilities
- Accessibility for the Physically Handicapped
- Falling Enrolments/Surplus School Space

Community Use of Schools

- Who Pays?
- A Right and Not a Privilege
- Community Coordination
- Recreation
- Child Care and Development

Community Schools

- Community Learning Resources
- Community Involvement in Curriculum

Year-Round Educational Programs

Open Education in Ontario

What Happens Next is Up to You

Appendices:

- A. Ministry of Education — Community Education Program.
- B. Ministry of Education — Disposal of Surplus School Facilities.
- C. Ministry of Education — New School Year Policy.
- D. Year-Round Educational Programs — A List of References.
- E. List of Public Meetings and Hearings.
- F. List of Submissions received by Mail.
- G. List of Visits undertaken by the Committee.

Appointment of Members

Present Membership

Charles E. McIlveen, M.P.P. Oshawa	Member, appointed December 17, 1971 Chairman, since July 1, 1972
Dick Beckett, M.P.P. Brantford	Member, appointed December 17, 1971
James Foulds, M.P.P. Port Arthur	Member, appointed December 17, 1971
Murray Gaunt, M.P.P. Huron-Bruce	Member, appointed December 17, 1971
Edward Havrot, M.P.P. Timiskaming	Member, appointed June 30, 1972
The Hon. Donald R. Irving, M.P.P. Grenville-Dundas	Member, appointed December 7, 1972
Floyd Laughren, M.P.P. Nickel Belt	Member, appointed December 17, 1971
Lorne Maeck, M.P.P. Parry Sound	Member, appointed June 30, 1972
Bernard Newman, M.P.P. Windsor-Walkerville	Member, appointed December 17, 1971
John Root, M.P.P. Wellington-Dufferin	Member, appointed December 7, 1972
Osie F. Villeneuve, M.P.P. Glengarry	Member, appointed December 7, 1972

Former Members

John R. Smith, M.P.P. Hamilton Mountain	Member, December 17, 1971 to December 7, 1972 Chairman, December 17, 1971 to June 30, 1972
The Hon. Margaret Birch, M.P.P. Scarborough East	Member, December 17, 1971 to December 7, 1972
Lorne C. Henderson, M.P.P. Lambton	Member, appointed December 17, 1971 to June 30, 1972
James Jessiman, M.P.P. Fort William	Member, appointed December 17, 1971 to June 30, 1972
The Hon. Jack McNie, M.P.P. Hamilton West	Member, appointed December 17, 1971 to December 7, 1972

Acknowledgments

As we did in our three interim reports, we must express our appreciation for the interest shown by so many citizens in Ontario in the work of the Committee. We would like to acknowledge the various interest groups, educational institutions, and government organizations that have continued to present their points of view and reactions to our three interim reports. We would also like to express our appreciation to the many officials from Ontario's educational institutions, from the Ontario Ministries of Education and Colleges and Universities, and from other agencies who took the time to meet with us.

The Committee has been well served in the preparation of this final report by our support staff. We have appreciated the on-going support of Alex McFedries as Clerk of Committee, Barbara Coulas as Committee Co-ordinator, Katharine Bladen as Research Director, Chris Renaud as Research Assistant, Dawn Murray as Research Secretary and Kay Shibuya as Typist. In addition, we must acknowledge the contributions to the preparation of the interim reports, which form the basis of this final report, made by Eilene Balsky, Donald R. Brown, Robert Gerrie, Wendy Horenblas, Arne Kartna, Thomas Liban, Esme MacDonald, Gayle Roberts and Anita Wong.

The Committee's Procedures

When our Committee was established in December 1971, we were instructed to examine the utilization of educational facilities throughout Ontario at all levels of education. In order to obtain the widest possible cross-section of public and professional opinion, we initiated our inquiry in January 1972 by advertising the Committee's existence in newspapers across Ontario and asking for briefs relating to the subject under study. During our first meetings at the end of January 1972, officials of both the Department of Education and the Department of University Affairs provided us with invaluable background material as well as generous offers of assistance.

During the first fourteen months of our study, we were able to hear briefs and presentations at 43 public meetings and hearings, held in 29 centres across Ontario. In addition, we received by mail 137 submissions from interested individuals, groups and agencies. The briefs, opinions and information received by the Committee contributed immeasurably to our work. In addition, our travels in Ontario provided us with the opportunity to visit educational facilities throughout the province and determine how and to what extent they were, in fact, being used. We visited 29 schools in 19 centres, 7 community colleges and 7 universities during this period.

In search of an even wider perspective and to gain a basis for comparison, some members of the Committee undertook a three week study tour in England, Scandinavia and Holland during the fall of 1972. The opportunity to view a variety of community service and educational programs, to experience at first hand the results of integrated community planning, to explore the development of new approaches to the planning for, and use of, community and educational facilities provided us with many insights as to what has been achieved and what could still be achieved for Ontario. Visits to two educational ventures in the United States were also valuable.

Many of the briefs submitted to the Committee indicated wide public interest in increasing the community use of school facilities. In our first interim report, which was presented to the Legislative Assembly on June 19, 1973, we addressed ourselves to this question. But we found that far more was involved than the mere mechanics of how to increase community use of schools. What we had to do was focus on the need to develop means of fostering community involvement and participation in the process of deciding how local resources were to be used. Our first set of recommendations was addressed primarily to this need.

Having presented our first interim report, we turned our attention to the question of year-round use of educational facilities. We had received some indication of public interest in this issue through the briefs submitted to the Committee. To prepare our second interim report, we brought together the ideas and suggestions made in these submissions and the information gathered from a wide range of background literature and from a number of reports that relate specifically to the Canadian and Ontario contexts.

Our second interim report, which was presented to the Legislative Assembly on December 11, 1973, examined some of the questions involved in moving toward utilization of Ontario's educational facilities on a year-round and full-time basis; that is, on the basis of 52 weeks a year, 7 days a week, 24 hours a day. We concluded that the development of year-round educational programs to achieve such utilization so directly affects all segments of a community that there is a very real need for local community involvement and participation in the changes that are to be made. We suggested that recent events in the school system, which involve modifications to the length and organization of the school year, could provide an excellent opportunity for the development of local community involvement. Thus, the basic theme of our first interim report was continued in this second report.

Our next step was to consider the utilization of post-secondary educational facilities. We actually received relatively little response on this segment of our terms of reference. Although there were, no doubt, a number of causes for this seeming lack of concern, we felt that the main reason stemmed from the fact that the interest and energies of the public, and of the institutions, were directed at the deliberations of the Commission on

Post-Secondary Education in Ontario which submitted its final report, *The Learning Society*, in December 1972.

Our third report, which was presented to the Speaker of the Legislative Assembly on July 17, 1974, builds on one specific area of recommendation in *The Learning Society*: the creation of an Open Educational Sector for post-secondary education and the establishment of an Open Academy of Ontario. We came to the conclusion that developing an open educational system, which could co-ordinate all the educational resources of the province, would provide an excellent means of increasing utilization of educational facilities, particularly in terms of widening the community that has access to these resources. While there was a difference of opinion among members of the Committee as to the best vehicle for implementation of such a system, our third interim report furthered the discussion of the need for openness in education in Ontario.

A major concern, in the course of the Committee's work, has been the encouragement of public response to the ideas and recommendations that we have put forward. Indeed, our decision to issue a series of interim reports was made in the hope that members of the public and both private organizations and government agencies would see fit to provide feedback. In addition to inviting written reaction in each interim report, we have endeavoured to meet with as many groups as possible to discuss our findings. Since the presentation of the first interim report to the Legislature in June 1973, we have held 28 meetings in six centres in Ontario to discuss our findings and to gather new information. And, to date, 11,000 copies of the first report and over 6,000 copies of the second and third reports have been distributed.

In preparing this final report, we have chosen to bring the ideas and recommendations of our three interim reports together with the reactions and criticisms that have been made of our work. We have used the feedback that we received as a means of focusing on the areas of discussion in the interim reports that need refinement or re-examination. We have received considerable and thoughtful comment on our three interim reports; the first report, in particular, has generated a good deal of discussion. We have also been interested to learn that our reports have acted as a catalyst for a variety of study groups, work shops and conferences. In fact, we have been surprised at the amount of concern shown for our reports. Whether all this talk, however, will be translated into action which will serve to increase the use of facilities remains to be seen. As we see it, a little has been accomplished and a great deal more still has to happen — especially in terms of stimulating and supporting community involvement and participation.

(A list of individuals and organizations that participated in public meetings and hearings is provided in Appendix E.

Appendix F provides a list of submissions received by mail.

Appendix G provides a list of visits undertaken by the Committee.)

Summary of Final Recommendations

Basic Principles

Recommendation 1

The Government of Ontario, through the Provincial Secretary for Social Development, should adopt, as the basis for the development of general policy guidelines, a system of community education which will emphasize the need for:

- a. Integration and coordination of educational and other community resources, services and facilities;
- b. Equality of opportunity and access to educational and other community resources, services and facilities;
- c. Frameworks for decision-making that are dependent on local community involvement and participation in the allocation, use and development of limited community resources.

Recommendation 2

The Ministers of Education, Health, Community and Social Services, and Colleges and Universities should work together with the Provincial Secretary for Social Development to develop mechanisms, for the development of programs, the delivery of services, the planning of facilities and the provision of grants to local government authorities that emphasize the need for:

- a. Integration and coordination of provincial, regional and local community resources and services;
- b. Equality of opportunity and access to these resources and services;
- c. Local community involvement in the decision-making process concerning the allocation, use and development of limited resources.

Recommendation 3

The Government of Ontario, through the Provincial Secretary for Social Development, should adopt general policy guidelines to encourage the development of programs that

recognize the growth of leisure as an important and positive element in the life of the individual and of the community.

Recommendation 4

The Ministers of Education, Health, Community and Social Services, and Colleges and Universities should work together with Provincial Secretary for Social Development to develop mechanisms for the coordination and integration of efforts to emphasize leisure as an important and positive element in the life of the individual and of the community.

Planning and Design of Community Facilities

Recommendation 5

The Minister of Education should instruct school boards to encourage and promote the participation of non-professional and professional people from a local community in the planning and design of new schools and the rehabilitation of old schools.

Recommendation 6

The criteria set by the Minister of Education for the approval of school designs should be changed to reflect the aims and objectives of community education and be based on the accommodation of, and need for, a wide range of community services and programs.

Recommendation 7

The Minister of Education should ensure, and support, through ***The Capital Grant Plan*** for school building, integrated and coordinated planning and design.

Recommendation 8

The planning of all future schools and community facilities should be carried out on a cooperative basis by the public and separate school boards, municipal and regional councils, private and public community service agencies and local area residents.

Recommendation 9

The Minister of Community and Social Services should continue to update and revise ***The Community Recreation Centres Act***, so as to ensure and support integrated and coordinated planning and design in the provision of all community facilities.

Recommendation 10

The Minister of Community and Social Services should revise ***The Community Recreation Centres Act*** so as to give top priority, in the grant system for community facilities, to the provision of financial support for:

- a. The retention of redundant or vacant school buildings as multi-purpose community facilities.
- b. Changes and additions to existing school buildings to allow use for a range of community purposes.
- c. Inclusion of community purpose facilities in new school buildings.

Recommendation 11

The Minister of Education should initiate a study of permanence and redundancy in school buildings. A wide range of professional and non-professional people from a variety of backgrounds should be invited to participate on the study team. The results of this study should be made public and widely distributed.

Accessibility for the Physically Handicapped

Recommendation 12

The Government of Ontario should recognize the special needs of the physically handicapped through the incorporation in the ***Ontario Building Code*** of clauses that will ensure access to, and enable normal use of all new buildings.

Recommendation 13

The Government of Ontario should provide special funds to school boards and municipalities to cover 80 percent of the cost of improving accessibility to existing public buildings for the physically handicapped. The physically handicapped should be directly involved in the development of proposed changes.

Falling Enrolments/Surplus Space

Recommendation 14

The Minister of Education should instruct school boards to encourage and support the participation of local residents prior to any decision being taken affecting:

- a. The utilization of surplus space in a school;
- b. The closing down of a school; and
- c. The disposal of a school building for other purposes than formal schooling.

Recommendation 15

The procedures for approval set by the Minister of Education to sell, lease or otherwise dispose of a school building, or part thereof, should be changed to reflect local community priorities and needs, as defined by local residents in conjunction with the school board and municipal and community agencies.

Community Use of Schools—Who Pays?

Recommendation 16

The present distinction between normal operating costs and community use costs for schools made in the provisions of the ***General Legislative Grants for Elementary and Secondary School Boards*** should be eliminated.

Recommendation 17

The total costs of school plant operation and maintenance should be classified as extraordinary expenditure and made eligible for provincial grants in the ***General Legislative Grants for Elementary and Secondary School Boards***. The costs of school plant operation should be calculated on the basis of twenty-four hours a day, seven days a week, fifty-two weeks a year.

Recommendation 18

School boards should discontinue the practice of charging rental or user fees for use of school facilities for programs

and activities considered by the local community to be relevant to its needs.

*A Right and Not
a Privilege*

Recommendation 19

The Minister of Education should incorporate into ***The Education Act*** the principle that access to, and use of, schools as community facilities is a right for every person in the community, and not just a privilege.

*Community
Decision-making*

Recommendation 20

The Minister of Education should recognize, allow, encourage and support the development of alternative frameworks for decision-making that provide for local community participation and involvement in:

- a. the planning and development of school facilities and resources.
- b. the development and implementation of community school programs.
- c. the allocation and utilization of school facilities and resources.
- d. the design, organization and implementation of the school curriculum.

Recommendation 21

The Minister of Education should urge school boards to actively encourage and support the efforts of local communities to develop Community Councils as vehicles for community involvement and participation in decisions concerning the use of school facilities for educational and other community purposes. Determining the purpose, structure, procedures, functions and limits of operation for such a Council should be the responsibility of the local community.

Recommendation 22

The funds being made available by the Minister of Education's new Community School Program should be primarily directed to the provision of both personnel and funds to support the development of community involvement and

participation in decisions concerning the use of school facilities for educational and other community purposes.

*Municipal
Recreation*

Recommendation 23

The role of municipal recreation agencies in Ontario should be changed to emphasize coordination of community resources for recreation and support the development of local area community councils, through the provision of program support, including facilities, equipment, personnel and funds.

*Child Care and
Development*

Recommendation 24

The Government of Ontario, through the Ministry of Community and Social Services, should develop and directly fund a program of child care and development, that would be universally available and that would be integrated with early childhood education as a component of the education system for Ontario.

Recommendation 25

Provincial regulations for the provision of child care should be examined in relation to quality of service and the need for local community involvement in the development and implementation of child care programs and revised to support the actual needs of individual communities.

Recommendation 26

The Minister of Community and Social Services in consultation with the Minister of Education should institute a special program to accommodate the needs of elementary school children for supervised care and recreation before and after school and during the lunch period.

*Community
Learning
Resources*

Recommendation 27

Paid and volunteer community resource personnel and professionals other than teachers should be made an integral part of the staff of a school.

Recommendation 28

The Minister of Education should develop, for all personnel working in schools, certification guidelines that recognize

the value of community resources, ensure quality of education and reflect community needs and objectives as well as professional objectives.

Recommendation 29

The concept of student community work and community leadership should be incorporated into the curricula for formal education to provide alternative as well as additional means of learning for students.

Recommendation 30

Community education should be stressed in the teacher training curricula of the province's teacher colleges and faculties of education.

Recommendation 31

A program of continuous upgrading and continuing education for teachers should be built into the certification procedures and structures for teacher accreditation in Ontario.

Recommendation 32

Community education should be stressed as an area of essential knowledge and skill in the criteria for advancement of teachers to the status of school principal and in the development of continuing education programs for teachers and principals.

Community Involvement in Curriculum

Recommendation 33

The Minister of Education should adopt the principle of local community involvement in curriculum development and curriculum implementation as a basic policy guideline. People other than professional educators should be involved in the development of provincial curriculum guidelines, the development of curriculum policy at the school board level and in the development of the programs of individual schools.

Recommendation 34

The Minister of Education should include education for leisure in the development of curriculum guidelines for the training of teachers and for the formal elementary and secondary schooling process.

Recommendation 35

Arts, sports and other recreational activities should be totally integrated into the schooling process. These activities should not be differentiated according to sex roles.

Recommendation 36

The Minister of Education should initiate an evaluative study of the adequacy and effectiveness of library resources in Ontario's schools for serving the needs of both the students and the wider community. A wide range of professional and non-professional people from a variety of backgrounds should be invited to participate on the study team. The results of this study should be made public and widely distributed.

Recommendation 37

A community, in the process of becoming involved in the development and implementation of its school's curriculum, should be encouraged to work with the school to define what kind of community and school library resources are needed, and how they can best be developed.

Planning and Organization of the School Year

Recommendation 38

A community, in the process of becoming involved in the development and implementation of its school's curriculum, should be encouraged to work with the school on the planning and organization of the academic year and the designation and implementation of such "professional and community activity days" as are to be part of each year's school schedule.

Year-Round Educational Programs

Recommendation 39

The Government of Ontario should refrain from designating any specific or standardized plan for the re-organization or re-scheduling of the academic year on a province-wide basis. Any decision to modify the present patterns of operation should be made by a local community.

Recommendation 40

Any decision to adopt a continuous, academic year plan for educational programs in Ontario's schools, colleges and universities should be made on the basis of increased educational, social, and cultural opportunities and not solely on the basis of economic savings.

Recommendation 41

In the event that adoption of a year-round academic program is being considered by a school board as a means of coping with rapidly increasing enrolments or with a lack of adequate facilities, the school board should take steps to ensure that the local community is fully informed of all the alternatives and their implications. The local community should be directly involved in the process of deciding which is the best solution.

Recommendation 42

The Government of Ontario should develop financial support systems for educational and community service programs that emphasize and support availability and accessibility on a year-round basis.

Recommendation 43

Council on Open Education

The Government of Ontario, through the Provincial Secretary for Social Development should establish a Council on Open Education.

(1) Objects

- (1) The objects of this Council on Open Education should be:
 - (a) to serve the learning needs of those in Ontario who are not presently served by the existing institutions, by providing educational opportunities for these people wherever they may be and in whatever forms are most relevant to their situations;
 - (b) to make entry possible for those in Ontario who do not presently have access, to existing educational institutions;
 - (c) in carrying out (a) and (b), to be concerned with meeting the specific learning needs of:

- (i) women in Ontario;
- (ii) native peoples in Ontario;
- (iii) Franco-ontarians;
- (iv) other cultural groups that are identified as disadvantaged in relation to educational opportunities in Ontario;
- (v) the economically poor;
- (vi) the physically handicapped;
- (vii) northern, isolated and rural communities;
- (viii) any other groups or individuals that are identified as disadvantaged in relation to educational opportunities in Ontario;

(d) to achieve (a), (b) and (c) through the coordination and utilization of existing educational and community resources, whenever feasible.

(2) *Membership* (2) Members of the Council on Open Education should be appointed by the Lieutenant Governor in Council on the advice of the Provincial Secretary for Social Development. The appointees should be selected from a list of nominees of voluntary associations and should reflect the following division:

1 member appointed from the nominations of the provincial associations for each of the following groups:

- (a) adult and continuing learning organizations;
- (b) agricultural organizations;
- (c) business organizations;
- (d) Colleges of Applied Arts and Technology;
- (e) community groups;
- (f) counselling and guidance personnel;
- (g) Franco-Ontarians;
- (h) labour unions;
- (i) libraries and museums;
- (j) native peoples;
- (k) the physically handicapped;
- (l) professional organizations;
- (m) school board trustees;
- (n) social welfare groups;
- (o) students;
- (p) universities;
- (q) the visual and performing arts;
- (r) women;

for a total of 18 members.

Members of the Council on Open Education should be appointed in a staggered manner for three year terms, once renewable.

In appointing members to the Council on Open Education the Lieutenant Governor in Council should ensure adequate representation in regional terms, especially northern representation, in terms of women, and in terms of cultural groups.

No member of the governing board of an educational institution in Ontario should be appointed to the Council on Open Education.

(3) Appointment of Chairman

(3) The Council on Open Education should have a full-time chairman, appointed by the Lieutenant Governor in Council on the advice of the Provincial Secretary for Social Development for the term of four years, renewable.

(4) Consultation and Public Discussion

(4) In carrying out its objectives, the Council on Open Education should:

- (a) consult with representatives of voluntary associations and private and public organizations, agencies and institutions on matters concerning its activities;
- (b) hold public meetings on a regular basis;
- (c) publish annual reports, to be tabled in the Legislature, describing its activities.

(5) Specific Functions

(5) The Council on Open Education should:

- (a) work with existing educational institutions, public agencies and private organizations to develop information, counselling and referral services at the local community level;
- (b) provide special accessibility grants for students, wherever necessary, to allow access to post-secondary educational institutions;
- (c) provide a testing and evaluation service available on request to people in Ontario;

(6) Strategies

(d) award degrees and diplomas on the basis of criteria established for services provided under (c).

(6) The Council on Open Education should:

- (a) enter into agreements with the Ontario Educational Communications Authority, the Ontario Institute for Studies in Education and any other agency or group in Ontario and elsewhere to develop appropriate educational materials and programs;
- (b) in conjunction with local educational institutions provide education programs on an individual learning contract basis;
- (c) work with colleges, universities and schools to promote regional cooperation and coordination, through the exchange of information, the sharing of personnel, the design and mounting of cooperative programs, and the sharing of media resources and fixed and other assets;
- (d) work with industry, business and the educational institutions to develop in-service training, work study and cooperative education programs;
- (e) remain open to new challenges and approaches in education.

(7) Services in French and English

(7) The Council on Open Education should provide its services and programs in both french and english, wherever appropriate.

The Committee's Report:

Completing the Process

Events matter. They influence the way we approach certain problems; they help to refocus our thinking on certain issues.

On October 30, 1974, the Honourable Thomas L. Wells, Minister of Education, announced at the Ontario Communities and Schools Conference in London a six-point program for Community Education. The new program which is intended to stimulate the community-school idea in Ontario will include:

1. The creation of a community schools unit in the Ministry of Education, with a small central staff at Queen's Park and a Community Education Officer in each of the nine Ministry Regional Offices.
A provincial Advisory Committee will be formed to back up the community schools unit.
2. Financial backing will be provided to school boards who want to try out the community school idea or expand their community school program. School boards may submit proposals for projects for the remainder of the 1974-75 school year, and may receive a 100 percent grant, up to a maximum of \$10,000. The program will also apply for the 1975-76 school year.
3. A practical handbook on community schools will be prepared by the Ministry of Education and distributed as widely as possible.
4. The costs of community use of schools may again be classified as supplementary expenditures outside the ceilings.
5. The Ministry of Education will support the idea of full community use of school facilities after regular school hours and of vacant facilities in schools.
6. The Ministry of Education will urge school boards to examine their working relationships with other municipal agencies, and to improve lines of communication.

(The texts of the Minister's speech and of the Ministry's memorandum to school boards concerning this new program is provided in Appendix A.)

In light of this new program and its system of incentive grants, it might seem that most of our work in preparing a final report has been redundant: decisions have been made, programs have been designed and funds have been allocated. The Minister of Education would appear to have not taken into account the majority of the recommendations in our interim reports.

But for us, a process was started in our interim reports that still remains to be completed. We asked for response to our recommendations and ideas; we asked individuals and groups, private organizations and government agencies

to react and give us feedback on our reports. Now we need to report that response and recast our recommendations to reflect public concerns and changing issues and pressures.

Format Developing the format for this final report has presented us with a problem: How do we bring together the wide variety of subjects that were considered in our three interim reports; how much of those reports should we repeat; and how are we going to ensure that this final report can be read without constant reference to the three interim reports? What we decided to do was concentrate on the recommendations we had made in those reports and on the public response we have received that relates to those recommendations. The format chosen for this final report provides:

- 1. A short explanation of the position we took in our interim reports which led us to make a recommendation.
- 2. The recommendation as stated in an interim report.
- 3. A summary of the public response received which relates to that specific recommendation. In preparing this, we have attempted to indicate the range of views that were expressed but we have not tried to include all sides to all questions. Generally, we have found agreement in principle but there been many questions about detail and implementation.
- 4. A statement of the position we would now take on the topic under discussion, given the feedback received and changing circumstances, to form the basis for our final recommendation.
- 5. A statement of our final recommendation.

It should be noted that the public response indicated a number of additional issues relating to the utilization of educational facilities for the Committee to consider. We have included discussion on these areas of concern in this report and have made several new recommendations.

This format provides a very repetitious, and sometimes, complicated structure which may be somewhat tedious for the reader. We feel, however, that it provides the simplest way of tracing and explaining the changes that we have made in developing our final recommendations.

We hope that our efforts to recognize the importance of the public response that has provided feedback on our three interim reports will compensate for the shortcomings of this report in terms of style.

Using the feedback to help us arrive at our final recommendations has involved making choices. We have tried to make those choices according to a number of guiding principles which we feel are essential if increased utilization of educational facilities is to be achieved.

*"All that we lack at birth and need when grown up is given us by education.
This education comes to us from nature, from men, or from things."*

Jean Jacques Rousseau

Basic Principles

When we set out to define the scope of our inquiry into the utilization of educational facilities, we chose to accept a very broad interpretation of education. We recognized two developments which seem basic to the educational process today: education is a lifelong pursuit; and, education is not confined to the facilities traditionally designated as educational.

Clearly, many members of the community gain much of their education in places quite separate, and, at times, quite different from those emphasized by formal educational institutions. The potential for education offered by libraries, theatres, parks, factories, and farms, should be of equal importance to that promoted by schools and universities. We should remember that day care centres may have an educational value equal to that of kindergartens. We should recognize the town hall or the television studio as places for learning just as we do the community college or the museum. So, in considering the utilization of educational facilities, we should be concerned with:

- All the places where education, broadly defined, is being and can be pursued.
- Not only the land and buildings, but all the physical resources and equipment available for educational purposes.
- Not only existing educational facilities but also those being planned and designed for the future.

But having said all this, we have come to realize that "utilization" rather than "facility" is the key word for our study. To develop recommendations that would suggest ways and means to increase use of educational facilities and widen the community that has use of those facilities, we have had to consider how educational facilities should be used, for what purposes, and for what programs and activities. We have also had to examine who is able and who should be able to use educational facilities.

Moreover, while "users and uses" constitute a major part of the problem of increased utilization, we have come to the conclusion that fundamental to this problem is the nature of the decision-making process for the allocation and use of community resources. We have found community involvement to be a central issue at this time.

Community involvement was identified as a major need by the Study Committee on Recreation Services in Ontario. Community involvement was related, in their report, to the health and quality of life in the community and to the growth and development of the individual. Most people are presently left out of the decision-making processes which formulate the conditions influencing and governing their lives.

Lack of community involvement was related in the *Report on Recreation Services in Ontario*, to the problem of the alienation of individuals in society. The moves towards increased regionalization and urbanization have caused most government institutions to become increasingly large, centralized and removed from the communities they must serve. These centralized institutions are, in the minds of many, isolated, unresponsive and even inaccessible to those needing their services.

We believe that opportunities for community involvement and participation in public affairs in general, and in the decision-making processes for the provision of community services in particular, must be created. In our view, most government agencies that claim to accept community involvement and participation in decision-making have made only a token gesture. Community involvement does not mean merely listening and then rejecting what is said. By community involvement, we mean that each community has the power to influence the decision making process through of its own needs and how those needs can best be served. In order to achieve meaningful community involvement (meaningful, that is, to people in a local community) we see the need to provide new frameworks for decision-making, to develop new methods and strategies for program development and operation and to emphasize decentralized delivery of services and programs.

As well as the need for decentralization, there is a very real need at all levels of government for coordination in the provision of services and the planning and use of facilities. Coordination is presently taken to mean government agencies simply combining to make joint decisions in the provision of services. We believe that true coordination must involve the bringing together of all available resources, both private and public, to serve the actual needs of a community. Coordination, like community involvement, is essential in the development of community programs to increase the use of facilities.

Community Education

In our first interim report, we recommended the adoption of a system of community education to provide the context for increased utilization of educational facilities in Ontario.

We defined community education in terms of a system of education in which everything affecting the well-being of all community members is of concern. The entire community is served through community education by bringing community resources to bear on community problems. The role of

educational institutions is, thereby, extended from the traditional one of only teaching young people in a formal setting, to helping to provide for the learning needs of all community members. Total community involvement and shared decision-making are basic principles of community education. Community education is a process whereby the whole community, not just the experts, works together to identify common needs and interests and develop the resources and programs of service to fulfill those needs and interests.

Because we felt that community education would provide a useful framework for the development of provincial policy and program, we recommended that:

*Interim Report
Number One:
Recommendation
5*

The Government of Ontario, through the Provincial Secretary for Social Development should adopt a system of community education which will integrate school and community resources including facilities to meet a wider range of community needs than just formal education.

*Interim Report
Number Two:
Recommendation
4*

We found community education particularly relevant to the problem of year-round use of schools. At the present time, in Ontario, educational use of the schools is limited to specified times of the day and year. Community use of school facilities, as a result, tends to be similarly limited. Community education breaks down the distinction between community activities and educational activities, and recognizes that learning needs cannot be so specifically scheduled. Community education emphasizes that opportunities for learning should be available to people at all times. This certainly involves the operation of schools (and other educational facilities) on a year-round basis. Thus, we repeated this recommendation in our second interim report.

Public Response

General acceptance was indicated for the development of a community education framework as the basis for emphasizing and encouraging the coordination of resources to meet community needs. That all Ministries in the Social Development Policy Field must accept and be party to the concept was emphasized. But there were a number of concerns:

- A more complete definition of community education is needed.*
- Formal education of the young must still be given priority.*
- The Ministry of Education should play the leadership role in developing a community education policy; it should be assigned this responsibility.*

- Community schools with community school workers should be the vehicle.*
- Community education must have a variety of approaches and be flexible, rather than having rigidly imposed guidelines.*

Rather than attempt to provide a fuller definition for community education, we wish to outline the basic principles that we have identified for such a system:

- All learning needs of all members of a community are met in a system of community education.
- The community is defined in terms all the people working and living in a local area.
- All community resources can be brought to bear on the process of identifying and meeting community needs and problems.
- Community education is concerned far more with process than with program.
- Community education provides a framework for decision-making that allows, encourages and supports community involvement and participation in the planning, organization and development of community resources.
- Members of a community work together to define and solve community needs and problems.
- Educational institutions take on a major role in fostering the community education process.

In our third interim report, we pointed out that, although there are abundant facilities to accommodate most, if not all, of our learning needs, there are apparently a number of disparities in the provision of facilities and in the availability of educational opportunities. We suggested that, in searching for ways to increase utilization of existing facilities, these disparities, which exist in regional and local terms, and in terms of certain groups, must be taken into account. There seem to be two issues in this problem:

- improving accessibility to existing opportunities
- coordinating educational needs with existing resources.

These issues emphasize, for us, the need for a system of community education to provide a set of basic principles for the development of policy and programs to serve community needs and to use community resources.

We would, therefore, recommend that:

*Final Recom-
mendation # 1*

The Government of Ontario, through the Provincial Secretary for Social Development, should adopt, as the basis for the development of general policy guidelines, a system of community education which will emphasize the need for:

- a. Integration and coordination of educational and other community resources, services and facilities;
- b. Equality of opportunity and access to educational and other community resources, services and facilities;
- c. Frameworks for decision-making that are dependent on local community involvement and participation in the allocation, use and development of limited community resources.

* * *

We would like to emphasize that this responsibility does not lie solely with the Secretary for Social Development. The officials at all levels of the Ministries in the Social Development Policy Field must understand, accept and apply the policy guidelines to the development of programs. To emphasize this point, we would make a second recommendation:

*Final Recom-
mendation # 2*

The Ministers of Education, Health, Community and Social Services, and Colleges and Universities should work together with the Provincial Secretary for Social Development to develop mechanisms, for the development of programs, the delivery of services, the planning of facilities and the provision of grants to local government authorities, that emphasize the need for:

- a. Integration and coordination of provincial, regional and local community resources and services;

- b. Equality of opportunity and access to these resources and services;
- c. Local community involvement in the decision-making process concerning the allocation, use and development of limited resources.

* * *

Growth of Leisure

In our first interim report, we indicated an area of concern which relates very directly to the need for community education and to the development of provincial policy. We suggested that, as a society, Ontario is faced with a growing amount of time free from work and a need to become far better prepared to enjoy its leisure. We recommended that:

*Interim Report
Number One:
Recommendation
11*

The Government of Ontario, through the Provincial Secretary for Social Development, adopt policies to support the development of programs that recognize the growth of leisure as an important element in the life of the individual and the community.

Public Response

Generally strong agreement with this recommendation was indicated. A number of comments on the nature of leisure were made:

- Leisure is not "filling up time"; leisure must remain unstructured.*
- Develop policies that create opportunities for the development of programs; don't create programs.*
- People are unprepared for leisure which is still looked on as "wrong" or "wasteful" or even "sinful" in our society where work has value and leisure has not.*
- Policies should be developed in co-operation with federal and municipal governments.*

We continue to see the growth of leisure as an important issue which has major implications for the way people live in Ontario and, thus, for the way in which the province's resources are used. Taking into account the comments made in the feedback, our final recommendation is:

*Final Recom-
mendation # 3*

The Government of Ontario, through the Provincial Secretary for Social Development, should adopt general policy guidelines to encourage the development of programs that recognize the growth of leisure as an important and positive element in the life of the individual and of the community.

* * *

And to emphasize that coordination and cooperation in the development of programs by the various Ministries of the Social Development Policy field are essential, we would add the following recommendation:

*Final Recom-
mendation # 4*

The Ministers of Education, Health, Community and Social Services, and Colleges and Universities should work together with the Provincial Secretary for Social Development to develop mechanisms for the coordination and integration of efforts to emphasize leisure as an important and positive element in the life of the individual and of the community.

* * *

In the development of the remainder of the recommendations in our first and second interim reports, we concentrated on the utilization of school facilities. There is a continuing tendency to emphasize schools and the formal education of young that takes place in schools as something that must be kept quite separate and distinct from the rest of community life. We find the distinction that has arisen between community and school both unnecessary and unrealistic. Given this distinction, which acts as a very real impediment to increased use of schools, our major concern has been to overcome the present barriers separating school from community.

Taking the position that schools must be considered useful for more than just formal education of children, and adopting community education as the basis for the development of community learning, we identified and made recommendations in three major areas of concern:

- the policies, grant plans and guidelines for the planning and design of new community facilities, including schools.
- the arrangements and procedures for use of schools by a wider community.
- the relevance of the schools' curricula to community needs and the ability of schools to develop and use the potential resources of the whole community.

In this final report, we have grouped our original recommendations under three subjects for the purpose of reconsidering them in light of the feedback we have received and in view of on-going events. Two additional areas of discussion and recommendation were included in our interim reports:

- The development of year-round educational programs in Ontario's formal educational institutions.
- The development of a more open system of education in Ontario.

And again, we are concerned, in this final report, to re-examine our original recommendations relating to these subjects, in light of the public response we have received.

Schools as Community Facilities

In our first interim report, we suggested that the school, as a facility situated to serve neighbourhood, community or district, could provide a natural focus for community activities and community services. In the days of the one-room school, the building was often used for many purposes--social, recreational, cultural and political, as well as educational. Today, the school is typically a large building with an impressive array of sophisticated facilities which are devoted, for the most part, to meeting only the formal education needs of the young.

Adults, very often, feel that the school has nothing to do with their lives and interests. We saw a need to bring the school, which has tended to define itself as a separate entity, back into community life by making it relevant to the activities, needs and interests of people of all ages.

We felt that the school should be thought of as a community facility through which a wide range of services to the community can be provided. To accomplish this, we suggested a number of changes in provincial policy, legislation, regulations, grant systems and programs as these relate to the provision and utilization of facilities.

Planning and Design of Community Facilities

We have suggested that the planning and design of schools have been based almost entirely on the needs of formal education for children and, thus, have tended to ignore the wider educational and other program needs of a community.

Community Involvement in Planning

To ensure that the facilities provided for education are meaningful to both school and community, we recommended that:

*Interim Report
Number One:
Recommendation
19*

The Minister of Education should adopt local community involvement in school planning and design as a basic policy guideline.

Public Response

There was strong general agreement with this recommendation. At least some school boards are already trying to promote this. Several concerns were expressed, however, with regard to implementation:

- Define the degree of involvement. For example, what is the role of the professional designer in a design process that involves people from the community?*

- Recognize that involvement can only be encouraged; it cannot be enforced or legislated.*
- In new subdivisions there are no people to involve. The idea of temporary facilities is not highly acceptable so there is a problem of having to plan ahead, usually within a restricted period of time.*
- Guidelines could be developed to overcome much of the need for community involvement, by defining community use and mixed-use as basic criteria.*
- Teachers, and recreation and social service personnel, especially, should be involved in planning of schools as community facilities.*

Now that the demand for new school facilities to accommodate a rapidly expanding population has slackened, Ontario is at a point when there is time to examine the school design solutions that have been promoted in the past. There will, of course, continue to be some need to build new schools in new urban developments but the crisis situation of the sixties has subsided. There is time now to consider more carefully how our schools can help to serve the educational and other needs of the whole community when a new facility is planned. But it is our view that the requirements of each community will differ. We feel that involvement by non-professional and professional people from the area in the planning and building design phases offers a unique opportunity to ensure that the facilities provided will meet, more adequately, both teaching and community needs.

It is true that, in the development of new communities, plans and designs may have to be made before people arrive; but we are aware of a number of school boards that are actively seeking public comment on the proposed designs for new schools. And we suspect that the area of greatest activity in the building of schools in the next decade will be the rehabilitation and replacement of existing facilities; in which case, the idea of local community involvement becomes especially relevant and necessary.

Our revised recommendation is:

*Final Recom-
mendation # 5*

The Minister of Education should instruct school boards to encourage and promote the participation of non-professional and professional people from a local community in the planning and design of new schools and the rehabilitation of old schools.

* * *

Design Criteria

Pointing out the stringency of present planning guidelines used by the Ministry of Education which give top and only priority in school design to formal education of young children, we recommended that:

*Interim Report
Number One:
Recommendation
20*

The criteria set by the Minister of Education for approval of school designs should be changed to reflect the aims and objectives of community education and be based in the accommodation of a wide range of community services and programs.

Public Response

While general support was shown for this recommendation, a number of concerns were voiced:

- Who is to pay for the facilities that do not directly support the formal education program?*
- The criteria should apply to other facilities as well as to schools.*
- Formal education of children must remain the top priority.*
- What community should a regional school reflect?*

We would agree that the planning and design of all community buildings should avoid duplication of facilities and should provide flexible accommodation for a wide range of community programs, services and activities. In this area, we see room for far greater cooperation among school boards, municipal agencies and private organizations in terms of shared funding and coordination of facility needs. Present legislation now allows this sort of endeavour. Because we want to emphasize the leadership role that can, and should, be played by the Minister of Education in promoting the school building as a multi-purpose

community facility, we feel that our original recommendation should be repeated.

*Final Recom-
mendation # 6*

The criteria set by the Minister of Education for the approval of school designs should be changed to reflect the aims and objectives of community education and be based on the accommodation of, and need for, a wide range of community services and programs.

* * *

*Capital Grants
for Schools*

We found the current provincial plan for providing funds to school boards for the development of new school facilities and the rehabilitation of older schools too restrictive. We recommended that:

*Interim Report
Number One:
Recommendation
22*

The Minister of Education should encourage, through *The Capital Grant Plan*, innovative design and integrated planning.

Public Response

There was strong support for this recommendation. A number of issues, however, were raised:

- It is not just the Ministry of Education and the Capital Grant Plan that inhibit integrated planning.*
- To achieve valuable innovation in design there must be consultation with teachers and with the community.*
- Will this cost more?*
- Innovation and integration can not be laid down by the province.*

*Community
Facilities*

And, finding the provincial grants provided to municipalities for the development of other kinds of community facilities to be inadequate, we recommended that:

*Interim Report
Number One:
Recommendation
23*

The Minister of Community and Social Services should update and revise *The Community Centres Act*, so as to encourage and support innovative design and integrated planning in the provision and operation of all community facilities.

Public Response

*General support was indicated for this recommendation with the emphasis on all community facilities and not just those that receive support under *The Community Centres Act*. A number of relevant comments deserve mention:*

- Community centres tend to be under-utilized because there is little cooperative planning.*
- Too much money is being spent under the present grant systems for community centres and for schools as completely separate facilities.*
- Emphasis on sports in *The Community Centres Act* ignores the importance of the arts in the community.*
- Much greater flexibility in provincial legislation is needed so that more than one local agency and more than one Ministry can participate in the development of community facilities.*

We are aware of too many places in this province where a community centre swimming pool or gymnasium sits idle all day while school with identical facilities across the road sits idle all evening. There are a number of reasons why such a situation has developed. First, school facilities were often simply not available for wider community use so that community recreation needs had to be met through the provision of separate facilities. *The Community Centres Act* provided certain funds for the development of these community facilities. Secondly, we seem to have a facility complex in Ontario. There has been a tendency to build "monuments" in our communities without really considering how the new facilities will be used (and paid for), whether they are duplicating existing facilities, whether they will meet community needs, and whether they represent the best use of limited resources. Provincial legislation, grant systems and regulations have done little to foster and encourage coordinated and cooperative planning for local community facilities.

Integrated planning, that is, the planning of integrated facilities by a number of agencies on a cooperative basis, would accomplish a number of things. Integrated planning could help to:

- avoid duplication of facilities
- provide multi-purpose, flexible facilities
- improve utilization of existing facilities
- make community services more accessible

Integrated planning of community facilities would help to achieve coordination of community resources to meet community needs. Our final recommendations, therefore, are:

Final Recommendation # 7 **The Minister of Education should ensure, and support, through The Capital Grant Plan for school building, integrated and coordinated planning and design.**

* * *

*Final Recom-
mendation # 8*

The planning of all future schools and community facilities should be carried out on a cooperative basis by the public and separate school boards, municipal and regional councils, private and public community service agencies and local area residents.

* * *

*Final Recom-
mendation # 9*

The Minister of Community and Social Services should continue to update and revise *The Community Recreation Centres Act*, so as to ensure and support integrated and coordinated planning and design in the provision of all community facilities.

* * *

The Community Centres Act was recently revised but there are a number of areas of concern that still need to be included in the legislation.

First, in many areas, the use of school facilities for recreational and other community purposes is restricted by the design of the school buildings. In particular, lack of storage space in schools, both for the teaching program, and for community programs, is a major impediment to community use. On the one hand, teaching projects and materials which could be stored are interfered with, and sometimes destroyed, when a classroom or teaching area is given over to community use. On the other hand, transporting bulky equipment back and forth from home to school because no community storage is available in the school becomes a very real hindrance to community use. In both cases, the existence of suitable storage areas would contribute immeasurably to solving the conflicts and irritations that arise and would support increased use. We feel that a provision should be included in the new *Community Recreation Centres Act* to pay for additions and changes to existing schools that would enable community use of schools. In addition, we feel that the provision of new community facilities included in *The Community Recreation Centres Act* should place first priority on the provision of new community facilities in conjunction with new and existing schools. For example, *The Community Centres Recreation Act* could provide the funds to build a community room in a new school or a gymnasium in an older school.

Secondly, we need to realize that while grants are being distributed under *The Community Recreation Centres Act* to build new community facilities, school boards across the province are closing down school facilities. We feel that *The Community Recreation Centres Act* grants should be used to convert schools that are to be abandoned into community centres. In some cases, this would perhaps mean supporting the take-over of the building by a municipal council or a municipal recreation agency or by a community group. In other cases, this would perhaps mean supporting the development of the building as a multi-use facility which would include both school classrooms and community purpose rooms.

Given these concerns, we feel that a further recommendation is warranted.

*Final Recom-
mendation # 10*

The Minister of Community and Social Services should revise ***The Community Centres Act*** so as to give top priority, in the grant system for community facilities, to the provision of financial support for:

- a. The retention of redundant or vacant school buildings as multi-purpose community facilities.
- b. Changes and additions to existing school buildings to allow use for a range of community purposes.
- c. Inclusion of community purpose facilities in new school buildings.

* * *

*Permanence and
Redundancy*

Taking community education as our basic premise, we found reason to suggest that both the interest in, and the need for, investment in specialized facilities for the schooling of the young may be reduced or changed. Less emphasis should perhaps be placed on schools as permanent physical structures. We, therefore, recommended that:

*Interim Report
Number One:
Recommendation
21*

The Minister of Education should undertake a study of permanency and redundancy in building.

Public Response

Interest in this recommendation was fairly strong. Suggestions as to what such a study should include were included:

- the ability to recycle*
- the relationship of permanence of school facilities to stability of community and neighbourhood*
- the need to counteract mobility of population*

- the shortcomings of present portable and bussing systems*
- the historical and environmental value of old buildings*
- involvement in the study of people from outside the Ministry and the school boards.*

Fear was expressed that the separate school system would be considered redundant; that such a conclusion would be totally wrong was emphasized.

Considering the substantial support shown for this recommendation and the number of concrete suggestions as to the elements the study should include, we feel that this recommendation should be repeated. We would agree that people from outside the Ministry of Education should participate in this study and that more than professional educators should be involved in the study. Non-professionals, residents and parents, should be included on the study team, along with architects, planners, recreationists and social service personnel from both public and private organizations. Urban, suburban and rural populations from all regions of the province should be represented. Thus, our final recommendation is:

Final Recom-mendation # 11 **The Minister of Education should initiate a study of permanence and redundancy in school building. A wide range of professional and non-professional people from a variety of backgrounds should be invited to participate on the study team. The results of this study should be made public and widely distributed.**

* * *

■ Accessibility for the Physically Handicapped

In our first interim report, we pointed out that the needs of the physically handicapped have been almost totally ignored in the planning and design of educational facilities in general, and of schools in particular. Many learning, social and recreational opportunities are lost to this sizable group in Ontario because of transportation, access and facility considerations that are not presently recognized.

Provision of New Facilities Since we felt that access must be assured for the physically handicapped in the provision of new facilities, we recommended that:

*Interim Report
Number One:
Recommendation
24*

The Government of Ontario should assure access for the physically handicapped to all community facilities through the adoption of the *National Building Code, Supplement Number 5*.

Public Response

There was general agreement with this recommendation; a feeling that this legislation is long overdue was evident. Many, however, questioned the need to include "all" facilities. It was suggested that only "some" facilities, those sufficient to ensure limited access, need to be made adapted to the needs of the physically handicapped.

The cost of providing access was at least part of the reason for suggesting this more cautious approach. Where the funds would come from to cover the extra costs involved was a major concern. Would these costs be met by the school boards and/or the municipalities; or would they be a provincial responsibility?

Making entrance to buildings and observation of events possible was considered as a minimal step in ensuring access for the physically handicapped.

One of the submissions to the Committee, asking for the consideration of the special needs of the physically handicapped, suggested that, while *Supplement Number 5 to The National Building Code* is an important document, it is not written in a form suitable for adoption as legislation or regulation. What is needed is the incorporation into the building code itself of clauses that are favourable to the physically handicapped, clauses which would:

- permit the handicapped easy access to buildings.
- enable the handicapped to circulate within buildings.
- provide access to public and private washrooms.

Bill 62, an Act to provide an Ontario Buildings Code, was enacted in the Legislature on December 2, 1974. This Legislation provides for the establishment of a building code for Ontario to set standards for the construction and demolition of buildings and provide for the enforcement of these standards at the local municipal or county level. A *Draft of the Ontario Building Code* has been circulated by the Ministry of Consumer and Commercial Relations to the general public and to the building industries for comment and reaction. This document does not, however, contain any provisions to remedy the problems encountered by the physically handicapped. Given the fact that lack of access to buildings means lack of access to educational, cultural, recreational and social opportunities, we must express our dissatisfaction that nothing has yet been done in Ontario to accommodate these special needs. Ensuring greater accessibility in the provision of new buildings would not, we have been told,

increase the building costs substantially although it could mean some very real changes in the design of new buildings. We feel that we must re-emphasize the need to design *all* community facilities, and indeed *all* buildings, so that real accessibility is possible for *all* members of the community. We therefore recommended:

*Final Recom-
mendation # 12*

The Government of Ontario should recognize the special needs of the physically handicapped through the incorporation in the ***Ontario Building Code*** of clauses that will ensure access to, and enable normal use of all new buildings.

If Ontario must wait a substantial time before a building code incorporating these provisions is adopted, the Government should at least ensure that any new building, for which provincial capital grants are provided, is designed and built in such a manner as to accommodate the needs of the physically handicapped.

We are aware that a new brochure, *Designing Schools for the Physically Handicapped* is presently being prepared by the Ministry of Education. Presumably, the design guidelines provided in this brochure could be adopted as the basis for such a policy.

* * *

Access to Existing Facilities

We were also concerned with improving access for the physically handicapped to existing educational and community facilities. We recommended that:

*Interim Report
Number One:
Recommendation
25*

The Government of Ontario should provide special funds to school boards and municipalities for the adaptation of all existing community facilities to make them accessible to the physically handicapped.

Public Response

There was general agreement but a number of questions were raised:

- Is this feasible? Old buildings often won't be adaptable, except at great cost, perhaps too great a cost.*
- Shouldn't this sort of decision be made locally rather than provincially, and on the basis of demonstrated need?*

How many people are affected, what proportion of the population are physically handicapped?

The term "physically handicapped" often tends to be applied only to those confined to wheelchairs. But the physically handicapped, as a group, must also include the elderly and other persons who walk with difficulty, those who need the aid of crutches, braces or prosthetic devices, those who have faulty coordination, and those who have visual and aural problems. Certainly, this is a much larger group than we might at first think.

Given that our basic task has been to discover ways and means of increasing utilization of educational facilities, we feel that increasing physical accessibility to *all* existing facilities must be given special consideration. While perfect accessibility will not, perhaps, be achieved, there is a wide range of changes that can be made in existing facilities and their environs to improve access and enable use. Parking space, sloped curbs, ramps, stair and wall railings, entrance doors of less weight, proper lighting, improved signing and alternative transportation modes are some examples. We recognize that local conditions must provide the basis for specific solutions. Two things, in our view, will be necessary to achieve improved accessibility to existing community facilities:

- Special funds must be provided by the Provincial Government on a cost-sharing basis (80% provincial — 20% local).
- The physically handicapped must participate in the setting of priorities and the design of suitable and feasible solutions.

We therefore, recommend that:

*Final Recom-
mendation # 13*

The Government of Ontario should provide special funds to school boards and municipalities to cover 80 percent of the cost of improving accessibility to existing public buildings for the physically handicapped. The physically handicapped should be directly involved in the development of proposed changes.

* * *

■ Falling Enrollments — Surplus Space

Among the reactions to our first interim report were a number from community groups who were faced with the situation that the schools in their communities would be closed down, due to falling enrolment of pupils. During the past year, we have become more and more aware of this problem and its effects. Shifting populations in urban centres, and the provision of centralized school facilities in rural areas, along with an overall decline in the number of school-aged children, have meant the closing of schools in many communities. In many cases, the school constituted a very real focus for the community; in other cases, the school was, in fact, the only community facility. Closing these schools has a major impact on a local community and removes valuable facilities which could serve a variety of community purposes.

Although we felt a great deal of concern over this issue, we did not make any recommendations specifically related to it in our interim reports. In this report, we want to call attention to this situation and make a number of comments and recommendations.

In November, 1973, *Bill 212, an Act to amend the School Administration Act*, was passed by the Ontario Legislature. The second section in this legislation states that a school board cannot sell, lease, or otherwise dispose of a building or part thereof (except to another board) without the approval of the Minister. In January, 1974, a memorandum (1974:B2) was sent out to school boards outlining the procedure whereby a board may apply for approval of the Minister to sell, lease, or otherwise dispose of a school building. This memorandum states that the right of first refusal on the purchase or lease of a school building, or part thereof, must be offered, in succession: first to another school board; second, to a publicly supported post-secondary institution; third, to the municipality in which the building is located; fourth, to a Conservation authority or to a Provincial or Federal Government. If all of these refuse, the school board may then consider public tender.

(The text of Memorandum 1974:B2 concerning the disposal of school facilities is provided in Appendix B.)

Throughout our work, we have emphasized local community involvement as an important component in the decision-making process concerning the utilization of educational facilities in general, and of school facilities, in particular. We have also emphasized the need to look upon schools as community facilities — facilities through which services to the community may be provided. While the institutions and agencies outlined in Memorandum 1974:B2 may very well intend to use the school facilities for the delivery of community services, the procedures outlined do not allow any opportunity for people in the local community to express their needs and concerns, or to take part in deciding the manner in which the vacant space is disposed of. Moreover, the procedures

are not set out in such a way as to ensure that local needs will be accommodated.

The removal of a school from a neighbourhood or the introduction of new functions into a school building will necessarily affect everyone in the community. We feel that the priorities for use of surplus space in schools, for the closing down of schools and for the disposal of school buildings must be set in terms of the interests and needs of the local community. This can only be accomplished, in our view, through a process of shared decision-making which involves the school board, the school personnel and the people living and working in the local community. We thus feel that the following two recommendations should be added:

*Final Recom-
mendation # 14* The Minister of Education should instruct school boards to encourage and support the participation of local residents prior to any decision being taking affecting:

- a. the utilization of surplus space in a school;
- b. the closing down of a school;
- c. the disposal of a school building for other purposes than formal schooling.

* * *

*Final Recom-
mendation # 15*

The procedures for approval set by the Minister of Education to sell, lease or otherwise dispose of a school building or part thereof, should be changed to reflect local community priorities and needs, as defined by local residents in conjunction with the school board and municipal and community agencies.

* * *

Community Use of Schools

Creating new buildings which can house a wide range of educational opportunities, including a school, is only a small part of the problem of increasing utilization of facilities. What remains to be considered are the problems associated with the use of existing school buildings. We have found that three overwhelming factors have acted as deterrents to community use of school buildings. These are the costs involved in opening up schools to the wider community, the self-protective attitudes of school board officials and school personnel and the awkward and restricting arrangements for administering community use of schools.

In our first two interim reports, we made recommendations related to these issues.

■ Who Pays?

The financial aspects of the problem have to be dealt with. On the one hand, various community service agencies, community groups and organizations and individuals constantly complain of the exorbitant rental fees being charged by school boards for use of facilities that were built with public tax revenues. On the other hand, school board spokesmen claim that the limited funds available to the school board must be devoted to the education of the young. That, they say, is their sole responsibility — extra use of the school costs extra; extra revenues must be found to cover those costs.

The Financial Issue

In making a recommendation in our first interim report on the financial issue, we were concerned about a number of things. First, we felt that school boards should receive provincial grants to help cover the extra costs involved in opening up a school for wider use. Secondly, trying to distinguish between the building operation costs resulting from the formal school program and those resulting from use of the school by the community is unrealistic. Thirdly, we felt that plant operation and maintenance costs should be related, in the grant system, to the costs of planning and providing facilities, rather than the costs of the normal school program for children. It should not be a matter of trade-offs between quality of education and keeping facilities open. Thus, we recommended:

Interim Report Number One: Recommendation # 1

The present distinction made between normal operating costs and the community use costs of schools should be eliminated. The total costs of school plant operation should be classified as extraordinary expenditure and made eligible for provincial grants in the *General Legislative Grants for Elementary and Secondary School Boards*.

Year-Round Use

In our second interim report, we were concerned with the question of achieving use of facilities on a year-round basis. We found that, while there was substantial use of schools after school hours during the week, there was fairly restricted use of the facilities on weekends and very limited use during the summer. The charging of rental or user fees by school boards and the need to pay for custodial supervision, usually on an overtime basis, have proved to be major deterrents to increased use. Because we wished to emphasize the potential for much greater use during non-school periods and on a year-round basis, we repeated and enlarged the above recommendation into three separate recommendations:

*Interim Report
Number Two:
Recommendation
1*

The present distinction made between normal operating costs and community use costs for schools should be eliminated.

*Interim Report
Number Two:
Recommendation
2*

The total costs of school plant operation should be classified as extraordinary expenditure and made eligible for provincial grants in the *General Legislative Grants for Elementary and Secondary School Boards*. The costs of school plant operation should be calculated on the basis of twenty-four hours a day, seven days a week, fifty-two weeks of the year.

*Interim Report
Number Two:
Recommendation
3*

School boards should discontinue the practice of charging rental or user fees for non-profit programs or activities taking place in school facilities.

Public Response

There was agreement on a number of basic points but several pertinent issues were raised:

Generally, there was agreement that:

- It is impossible (and undesirable) to completely isolate the operating costs of facilities attributed to community use of schools from those attributed to the formal school program.*
- If the school is to house a range of uses, then, increased financial support will be required.*
- Community use of schools should not be funded in competition with, or at the expense of, the formal education program for the young.*
- The costs of community use of schools should be covered under the provincial grant systems.*

Related issues included:

- A very different costing model from the one that presently applies needs to be developed. In particular, the validity of the ceilings on ordinary expenditures is brought into question by these recommendations.
- "Operating" costs must include maintenance costs.
- Grants for community and educational use should be geared to the amount of use.
- Will increased or expanded provincial grants result in more centralized control by the Provincial Government.
- "Non-profit" should be replaced by "relevant to the needs of the community".
- Will accountability be lost in the process of integrating these costs?
- The grants should apply more widely to other community facilities are.

We continue to feel strongly that, if the Province wishes to achieve greatly increased use of school facilities, the Province must share in covering the increased costs that will be incurred. We are disappointed that the Minister of Education, in his recently announced (October 30, 1974) six-point program regarding community schools, failed to heed our recommendations. While there is good reason to suggest that totally new financing mechanisms are needed to support the development of schools as community facilities, the changes to the existing system that we suggested could have accomplished a great deal. Moreover, we believe that our recommendations would have provided financial aid to the school boards that are in need of most help — the small, poorer, more rural and isolated school boards.

Our final recommendations, therefore, are that:

*Final Recom-
mendation # 16*

The present distinction between normal operating costs and community use costs for schools made in the provisions of the **General Legislative Grants for Elementary and Secondary School Boards** should be eliminated.

* * *

*Final Recom-
mendation # 17*

The total costs of school plant operation and maintenance should be classified as extraordinary expenditure and made eligible for provincial grants in the ***General Legislative Grants for Elementary and Secondary School Boards***. The costs of school plant operation should be calculated on the basis of twenty-four hours a day, seven days a week, fifty-two weeks a year.

* * *

*Final Recom-
mendation # 18*

School boards should discontinue the practice of charging rental or user fees for use of school facilities for programs and activities considered by the local community to be relevant to its needs.

■ A Right and Not a Privilege

Who is permitted to use a school has been a major issue in finding ways to increase utilization of educational facilities.

Limited Access

In our first interim report, we suggested that the present approach to community use of schools is unsatisfactory. Community access is usually limited, at the discretion of the school boards, to only certain facilities, at certain times, for certain activities. Since schools should be a resource for the whole community, access to, and use of, schools as community facilities should be a right for every person in the community and not just a privilege conferred at the will of a school board. We recommended that:

*Interim Report
Number One:
Recommendation
2*

The Minister of Education, in directing the *Consolidation of School Acts*, should incorporate the principle of a "right and not just a privilege" into the intent and body of the legislation through the adoption of community involvement and coordination as basic guidelines.

Public Response

Tentative agreement, rather than whole-hearted support, was expressed. School boards, in particular were hesitant to accept the basic premise. A great number of concerns were outlined:

- We must recognize that "right" implies "freedom" but is also implies "responsibility". Understanding on the part of community groups and individuals of their responsibility is central to community involvement.*
- How is accountability to be assured?*
- School boards should play a coordinating role, enabling and ensuring that community and learning resources are fully available to the whole community.*
- School boards feel that it should remain their responsibility to control who uses school facilities and how.*
- This is not acceptable if it means the right to interfere with the formal school programs for the young.*
- Community involvement would help to achieve increased use of school facilities and create more successful programs.*
- Can this be legislated? Isn't it something that has to evolve?*

If the objective of increased use by a wider community is to be achieved, we are convinced that a number of things must happen:

- school boards have to encouraged to open up school facilities for wider use
- school boards have to be encouraged to relinquish the tight controls they have placed on school facilities
- school boards have to be encouraged to work with individuals, groups and agencies in a community to reach decisions on the use of school facilities
- communities have to be reassured that they have a right to use school facilities and that schools can help to meet their needs.

In carrying out their responsibilities, school boards take their direction from provincial legislation. The legislation, as it stands now, leaves it to the discretion of the school boards to decide whether or not schools may be used for wider community purposes. Since we feel that the principle of "a right and not just a privilege" for access to, and use of, facilities is fundamental to any effort to increase the use of schools, we are convinced that this principle must be incorporated into the legislation. Our final recommendation, therefore, is:

*Final Recom-
mendation # 19*

The Minister of Education should incorporate into *The Education Act, 1974* the principle that access to, and use

of, schools as community facilities is a right for every person in the community, and not just a privilege.

* * *

■ Community Coordination

Taking coordination and decentralization as basic principles, we explored, in our first interim report, a possible mechanism to achieve community involvement and participation in the allocation and use of community resources. In trying to decide what would constitute such a mechanism, and how it should function, we set a number of guidelines:

- Decentralization and neighbourhood government are to be achieved, but in such a manner as to avoid the creation of another level of government administration.
- Since coordination of community resources is to be a key function, the mechanism must not allow domination by any one government agency at the local level.
- The mechanism must be capable of being operative immediately. The roles of existing government agencies could, however, be expected to change in response to the new mechanism.

We identified two essential ingredients of the proposed mechanism. These were the broadest possible community involvement in both planning and implementation of programs and the provision of professional guidance and stimulation for the development of local community action. Two key elements were thus suggested:

- Community Action Councils.
- Community Coordinators

Community Action Councils

The first element in our proposal was the local area or neighbourhood Community Action Council. This Council would be formed on a voluntary basis to ensure that local needs and aspirations could be met through the coordination of all available resources. A Community Action Council would usually be organized to coincide with an elementary school

area. But in many parts of the Province, the elementary school is so remote from the communities it serves that it does not provide a suitable base for a Community Action Council. Thus, we suggested that, should it prove more convenient, or should it more closely meet a community's needs, the focal point for organization of a Community Action Council could very well be another community facility, for example, a public library or a church hall, a community centre or a secondary school. Membership on this Council would be open to all residents of a given area. By definition, membership could not be restricted to supporters of a school board or parents of school children or property owners or any other one group.

The second element in our mechanism was a group of trained personnel who would act as Community Coordinators. They would be hired by the Community Development Branch of the Ministry of Community and Social Services and allocated to defined areas in all parts of the Province. The Community Coordinators' main function would be to facilitate the formation and operation of Community Action Councils.

Having outlined the basic elements in the mechanism, we recommended that:

*Interim Report
Number One:
Recommendation
3*

Our proposed mechanism for Community Coordination should be adopted by the Government of Ontario; the responsibility for its implementation should be assigned to the Community Development Branch of the Ministry of Community and Social Services; and the first step towards implementation of this mechanism should be the immediate appointment of 24 Community Coordinators to be distributed throughout the Province.

Public Response

Although there were some very negative reactions to this recommendation, there was general agreement that much better coordination of resources at the community level and far greater community involvement in schools are needed.

Many pertinent concerns were raised:

- There is a need for stimulation resources (personnel and funds) to develop community involvement and community development but this is not best provided by centrally appointed civil servants. 24 cannot be effective.*
- The 24 coordinators appear to be imposed by Queen's Park.*

- Who should employ community coordinators?
- The mechanism represents a duplication of present efforts: leadership resources already exist in the Sports and Recreation Bureau, Ministry of Education and municipal recreation councils.
- Why immediate appointment -- community involvement is a slow process. Incentives to existing institutions would be more suitable.
- A community needs to develop itself and then decide if it needs a coordinator.
- The community school model with community school workers would be a much better solution.
- Define "community".
- This mechanism suggests that a community can be coerced into becoming organized. Community involvement can't be legislated.
- The structure seems inflexible and unrelated to local needs. Rather than structures, give guidelines for action.
- Coordination is needed at the Provincial level, with all agencies involved in fiscal sharing as the basis for coordination.

*Functions of a
Community Action Council*

*Interim Report
Number One:
Recommendation
4*

Public Response

To begin to define the kind of functions that we felt could be undertaken by a Community Action Council, we recommended that:

A community, through its Community Action Council, should accept the responsibility for ensuring that all parts of the school are used in whatever ways are suitable to meet community needs and interests.

A diversity of opinions on the merits of this recommendation were expressed. A variety of issues and questions were raised:

- Community Action Councils and community involvement can not be imposed on a community, but they can be encouraged and supported. Outreach on the part of schools would be an important element.
- Community Action Councils, as defined, do not seem to recognize that there are already existing groups and agencies in Ontario's communities. We need to develop existing structures rather than introduce new ones.
- Community Action Councils should not be formed simply for the sake of formation.

- How does the Community Action Council relate to the school board which is made up of elected representatives of the community.*
- The Community Action Council proposal is unrealistic since no financial or other support is provided to these councils.*
- Rather than a local Community Action Council, what is needed is a coordinating body at the regional level for the provision of community and social services including education, health and recreation.*
- Involvement in curriculum in separate schools is desirable, but it must be left in the hands of the Roman Catholic community. The other areas of community involvement should be open to all in the community. Thus, we need to separate out kinds of responsibility and participation.*
- People in a community will not have the time to become involved to the extent envisaged in the Committee's Report.*

Other Functions

In a number of further recommendations, we referred to other functions that might feasibly be undertaken by a Community Action Council. These were:

- deciding what kind of library is needed in a school, and how it should operate.
- developing and organizing local recreation programs.
- planning for year-round use of schools, including determination of the schedule and structure of the academic school year.

In some ways, we were quite surprised by the vehemence with which various groups and individuals reacted to our proposed mechanism. We were aware, however, that we were asking for some very real changes: changes in administrative procedures, changes in approaches to decision-making, changes in the provision of community services, and most of all, changes in attitude. But we were convinced that these changes were absolutely necessary if we wished to achieve the objective of increased utilization of educational facilities. And we found substantial agreement that these changes are needed.

Although we failed to articulate it in our first interim report, we were very aware that the process of change is a slow one and that a community cannot be coerced into involvement and participation. What we were concerned to do was set out the elements of a scheme that would promote the ideas of community coordination and community involvement as the basis for increased

use of schools. And when we had weeded out the various vested interests that were evident in much of the public response provided as feedback, we found that there was actually greater agreement with the elements of our mechanism than we had, at first, thought. The idea of people getting together at the local Community level to define and solve their problems and needs, and then having some sort of legitimacy as a group to become involved in decisions affecting the development, allocation and use of community resources was accepted by many who rejected the idea of a Community Action Council. And the need for personnel to work in a facilitating role with people in a local community was recognized by many who rejected the idea of the Community Coordinator.

The problem, as we see it, was one of translating the abstract mechanism into reality. In terms of the Community Coordinator, this means avoiding duplication by recognizing that a number of Ministries of the Provincial Government already employ what are ostensibly community facilitators. There are "Community Consultants" "Community Resource Officers" for Indian communities and "Sports and Recreation Consultants" in the Ministry of Community and Social Services; there are Community School Consultants and Community Education Officers in the Ministry of Education; and there are a variety of field officers and field consultants in other Ministries. Translating our idea of a Community Coordinator into reality, the problem might be to develop the ability of this group of personnel to deal with the needs and interests of a community on a coordinated basis.

In other words, we don't believe that a single community should have to seek out the services of five or six different field officers because each of these officers has been assigned a single and separate function. A provincial field officer should be expected to work with a community on all its problems, developing a range of programs of service based on the resources provided by a variety of Ministries.

Reality in terms of the "Community Action Council" means recognizing that in many communities there are already organized groups addressing themselves to community interests and problems and working to provide community programs. It was not our intention to undermine existing community groups and supersede existing community efforts. We were interested in capitalizing wherever possible on such existing community activity to develop a basis for decentralized planning and implementation of community service programs. We were interested in supporting the development of community organizations as they occur.

In introducing the recent community school program (see Appendix A), the Minister of Education suggested the establishment of school community committees of some sort to promote community rapport and understanding. Very definite limits on the activities and functions of such committees were set; a community school committee can, according to the Minister, have an advisory role only. Applying such limits on the role that people in a community

can play in deciding what programs and services are to be provided in the local school is, in our view, unfortunate and unnecessary. Some communities are interested in, and capable of, being involved in far more than simply offering advice about the school and its programs. Some communities feel that they must have much more direct participation in the development and implementation of school programs. Indeed, some communities have already become full participants on a shared basis with school personnel in the decisions affecting their schools. A policy, therefore, that allows community participation on an advisory basis only does not recognize that communities have differences in terms of needs, expectations and capabilities. We feel that a more flexible approach to community decision-making must be taken by the Minister of Education. We recommend that:

*Final Recom-
mendation # 20*

The Minister of Education should recognize, allow, encourage and support the development of alternative frameworks for decision-making that provide for local community participation and involvement in:

- a. the planning and development of school facilities and resources.
- b. the development and implementation of community school programs.
- c. the allocation and utilization of school facilities and resources.
- d. the design, organization and implementation of the school curriculum.

* * *

When we made our original proposal on the formation of Community Councils as vehicles for promoting and supporting community involvement and participation in the development and planning of local programs, services and resources, we noted that communities can be expected to differ widely in their interests and needs. Each group, therefore, has to decide for itself what its problems are and where its priorities lie. We saw no need to tie down the Community Councils to one method of operation. We would like to suggest now that the same principle of local community determination should be applied to the development of community groups. The Community Council represents for us a flexible model for such groups.

Community Councils, as set out in our first interim report, were thought of as being focussed on a community facility such as a neighbourhood school. Thus, "community" was defined as the people in the areas served by a local facility and membership on the Council was defined in terms of every person living in the community being eligible. In order to allow for the development of a process of shared decision-making, which is fundamental to community education, we need to expand the definition of membership to include those who are working in a community as well as those who live there.

In the process of forming a Community Council, people in the community should be directly involved in deciding:

- What the Purpose of the Council should be.
- What structure the Council should have.
- What procedures the Council should follow.
- What functions the Council should undertake.
- What responsibilities the Council should assume.

The relevance of such a flexible process can be illustrated very well by reference to the separate school system. A separate school as a facility has the same potential as a public school for serving the needs of the whole community. Involvement in curriculum, however, should be limited to supporters of the separate school board. To accommodate this special concern, the structure or constitution of a Community Council could easily allow a committee to be set up as a sub-committee on curriculum.

Providing the opportunity for participants themselves to become involved in setting the limits for operation can, we believe, contribute substantially to ensuring the success of a community's efforts. The question arises, however, as to who is responsible for providing such opportunities. Given our particular interest in increasing the use of schools, it seems most logical at this point to place this responsibility with the Minister of Education and the school boards. We recommend that:

*Final Recom-
mendation # 21*

The Minister of Education should urge school boards to actively encourage and support the efforts of local communities to develop Community Councils as vehicles for community involvement and participation in decisions concerning the use of school facilities for educational and other community purposes. Determining the purpose, structure, procedures, functions and limits of operation for such a Council should be the responsibility of the local community.

As we stated earlier, there is agreement that community support personnel have a key role to play in the development of local community involvement and participation. The idea that such personnel should be supplied directly by the Provincial Government, however, was pretty well rejected in the public response. This would seem to raise some questions about the wisdom of creating an enlarged community schools unit in the Ministry of Education and about the proliferation of provincial field officers in various Ministries. Other than to point out the problem we have no comment to make. We feel that our own proposal for the appointment of Community Coordinators to work with Community Action Councils should be dropped. Existing Provincial Officers can perhaps fulfill the liaison role that would have been central to the coordinators' function. At the same time, we can point out a number of alternative means of providing personnel to support community endeavours:

- They could be employed by a school board to work with Community Councils on a board-wide basis.
- They could be employed by a school board to work with individual Community Councils.
- They could be employed by a municipal recreation committee to work with individual Community Councils.
- They could be employed by a Community College as part of a community education program.
- They could be employed by a Community Council directly.

Again, the circumstances of each individual community need to be taken into account in any move to provide such personnel. In addition to the provision of support personnel to foster the development of community involvement and participation, it is important to recognize that some financial support will be needed to help people in a community get their Community Council under way.

We recommend that:

*Final Recom-
mendation # 22*

The funds being made available by the Minister of Education's new Community School Program should be primarily directed to the provision of both personnel and funds to support the development of Community Councils as vehicles for community involvement and participation in decisions

concerning the use of school facilities for educational and other community purposes.

* * *

■ Recreation

The most prevalent after-hours use of school facilities in Ontario is recreational.

Role of Municipal Recreation Authorities

In our first interim report, we suggested that municipal recreation personnel had a very real part to play in developing programs for the increased use of facilities by a wider community. We felt, however, that a number of changes in approach would be necessary; for example, changes in:

- the definition of what recreational activities are.
- the arrangements set up between school boards and municipal recreation authorities to control use of facilities.
- the role of the municipal recreation authority.
- the methods and strategies used to define and meet community recreation needs.

We recommended that:

*Interim Report
Number One:
Recommendation
18*

The role of municipal recreation agencies in Ontario be changed to emphasize coordination of community resources for recreation and support of local area Community Action Councils through the provision of program support, including facilities, equipment, personnel and funds.

Public Response

There was fairly general agreement with the principle of this recommendation. We were told that it is in line with present thinking in Ontario about recreation and that at least some agencies are already working in this way. A number of comments were made:

- To move from provision of direct program to the role of indirect leadership will take time. There will always be some need for direct service as well.*
- Municipal recreation needs more facilities and more funds, perhaps in the form of incentive grants for projects emphasizing cooperation and coordination.*
- No new structures are needed. Although community involvement should be emphasized as an important component of recreation, the suggested Community Action Council is not a suitable vehicle.*
- Recreation programs place too much emphasis on sports.*

It is our view that Community Councils, as described in the preceding section of this report, can provide good opportunities for fostering community involvement in recreation. There is no need for municipal recreation agencies to set up separate community groups for general recreation purposes. Community councils that are concerned with the use of school facilities for a range of community activities and programs should be recognized and supported by these recreation agencies. Of course, this does not preclude the formation of area-wide (city-wide, province-wide or whatever) groups for special interests and concerns, say theatre, or hockey or olympic training. In fact, an atmosphere, where community participation is the norm, may contribute immeasurably to the strengthening of the impact of these special interest groups.

In addition, we feel that the delivery of recreation services through cooperation with such a community organization will help to increase the availability of existing facilities and to widen community interest in recreation. We remain convinced that changes in the approaches used by municipal recreation agencies are still needed. We, therefore, recommend that:

*Final Recom-
mendation #23*

The role of municipal recreation agencies in Ontario should be changed to emphasize coordination of community resources for recreation and support the development of local area community councils, through the provision of program support, including facilities, equipment, personnel and funds.

* * *

■ Child Care and Development

Substantial interest was expressed to the Committee, in the development of wider and more accessible day care opportunities as part of any program to increase the utilization of educational facilities.

*Educational
Value of Day
Care*

In our first interim report, we stressed that, since a child's development and learning start long before he enters school, day care must be viewed as an educational experience for a child rather than just physical care. In fact, we suggested that "child care and development" would be a more appropriate term to use than "day care". We recommended that:

*Interim Report
Number One:
Recommendation
14*

The Minister of Community & Social Services, through the Day Nurseries Branch, should institute a system of child and infant care, universally available, which would be integrated with the development of early childhood education, as a component of the education system for Ontario.

*Dissenting
Opinion*

Mr. Foulds and Mr. Laughren stated in relation to this recommendation that, in order to achieve a system of child care and development which is universally available and accessible, the recommended system of child care and development must be funded directly by the Government of Ontario through the Ministry of Community and Social Services.

Public Response

There was a variety of opinion of this recommendation and on the general issue of day care. Some areas of concern included:

- How early should a child begin schooling?*
- It is the responsibility of the parents to educate their children when very young. Only in cases of absolute necessity should a child be placed in a day care centre.*
- The system of child care and development should remain optional and voluntary. It must not become compulsory.*
- Day care centres should not serve as substitutes for the natural home environment.*
- Who is to pay for this. Quality of service must be maintained in the expansion of such a service.*
- Development of such a system must adhere closely to local community needs, interests and population characteristics.*

- Close cooperation between school and child care centres needed. The use of empty classrooms for location of facilities should be encouraged.*
- More research is needed on the effects of such programs on a child's emotional development and relationships within the family. Such an investigation should be carried out by a team made up of community people as well as professionals.*

At this point, we would like to reiterate our interest in day care. We agree that what is needed is a system of child care that is universal availability and that allows for attendance on a voluntary rather than a compulsory basis. In addition, we want to emphasize that child care and development as a component of the educational system does not, in our view, mean earlier "schooling" for children. There are fundamental differences between the opportunities for learning that may be developed in an early childhood education program and those provided in a school program. Ideally, every child should be able to partake of both experiences. To emphasize our interest in child care and development as an educational opportunity which should be universally available and equally accessible for every child in Ontario, we recommend that:

*Final Recom-
mendation # 24*

The Government of Ontario, through the Ministry of Community and Social Services, should develop and directly fund a program of child care and development, that would be universally available and that would be integrated with early childhood education as a component of the education system for Ontario.

* * *

*Provincial
Standards*

Because we felt that rigid and unsuitable provincial regulations for the provision of day care services were apparently hampering accessibility for some groups we recommended that:

*Interim Report
Number One:
Recommendation
15*

Provincial regulations for the provision of child and infant care should be examined in relation to quality of service and community involvement and revised to support the actual needs of individuals and communities.

Public Response

General agreement with this recommendation was expressed in the feedback. A number of issues were raised in relation to quality of child care services:

- Regulations are needed to promote and maintain one set of minimum standards relating to safety, health, program, staff qualifications and supervision.*
- Differing standards for different sponsors must be eliminated.*
- Reference to individual community needs should be made in setting out regulations.*
- Local community involvement is essential in child care programs, both in their development and their implementation.*
- The development of parent cooperative programs of day care should be encouraged by the Government of Ontario.*
- Emphasis in developing guidelines must be on what is good for the child rather than what suits the adults, the bureaucrats, the professionals.*

We feel that the most important point for re-emphasis in making a final recommendation is the need for community involvement in the development of local child care programs. Certainly, there should be minimum standards to ensure quality of service but these should be set in such a way as to allow for flexibility in meeting local needs. We, therefore, recommend that:

**Final Recom-
mendation # 25**

Provincial regulations for the provision of child care should be examined in relation to quality of service and the need for local community involvement in the development and implementation of child care programs and revised to support the actual needs of individual communities.

* * *

In our first interim report, we spoke of the need for supervised before-and-after-school and lunch hour programs for many elementary school children but we made no specific recommendation in this regard.

We received indications that such programs should be included as an essential part of any child care and development service. Children in many urban and suburban areas are, too often, expected to fend for themselves, arriving at

school in the morning long before the building is unlocked, wandering about during the lunch hour and then waiting out the hour or two after school until their parents arrive home from work. We seem to expect a larger amount of self-direction in these children than most of us as adults would expect of ourselves.

Because this appears to be a fairly widespread problem, we feel that an additional recommendation related to the provision of child care services is warranted. We recommend that:

*Final Recom-
mendation # 26*

The Minister of Community and Social Services in consultation with the Minister of Education should institute a special program to accommodate the needs of elementary school children for supervised care and recreation before and after school and during the lunch period.

* * *

Community Schools

We have noticed a growing interest on the part of people in Ontario in community school programs which define their objectives in terms of:

- Provision of optimum education for the young, through the development of a continuous dialogue between the school and the community and through the use of human and physical resources in the community by the school.
- Provision of opportunities for all citizens in the community to make use of the school facilities for educational, recreational, cultural and social pursuits.

These broad objectives recognize that community school programs must relate not only to parents but to all segments of the community and that both human and physical resources in the community can be included as part of the school's learning resources.

In concept, the community school encourages the use of learning resources outside the school by students and teachers. It encourages teachers to bring members of the community into the school as resource persons. It expects teachers and administrators to develop a consciousness of the community in which their students live and, thus, a sensitivity to and acceptance of the needs and strengths not only of their students but of the community as a whole. It fosters community and student involvement in the affairs of the school, not only in terms of extra-curricular activities but in terms of the curriculum itself.

The community school encourages people in a community to take a major role in deciding how their needs for education and for other community services are to be met. In effect, it provides a decentralized unit, directly related to the individual community. Because the operation of such a unit is based on community participation in the decision-making processes that will affect that community, the community school provides an excellent vehicle for the development of a community education process.

The community school concept also has potential for promoting and supporting increased utilization of school facilities. Thus, we feel that the general objectives of the community school program should be adopted by all schools in Ontario.

In our first interim report, we made a number of recommendations relating to ways in which we felt all schools could improve interaction with their communities.

■ Community Learning Resources

<i>Community Personnel</i>	Central to the community school concept is the development and use of the community's resources as part of the school's program. The use of human resources in the community seemed most important, so we recommended that:
<i>Interim Report Number One: Recommendation # 8</i>	The presently required teacher certification qualification for others needed within the formal education system be abandoned as a requirement and as an expectation. School boards should be able to employ for special tasks whomever a community feels can best serve its needs.
<i>Public Response</i>	<i>Reaction to this recommendation indicated agreement in principle but the feedback was somewhat ambivalent on how this would be carried out. For some, the decision to employ, and the choice of, such personnel must remain with the school board and not with the community. For others, the decision could quite properly remain with the local community as long as this included the professional staff of the school. A number of concerns were voiced:</i>
	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Take out the word "abandon". It's too threatening.</i> <input type="checkbox"/> <i>Dropping enrolments and consequent decrease in teaching positions will cloud the issue.</i> <input type="checkbox"/> <i>This is basic to real community involvement.</i> <input type="checkbox"/> <i>Community personnel must complement, not compete with, the teacher.</i> <input type="checkbox"/> <i>Community personnel could be acceptable as long as they were always under the supervision of the professional teachers.</i> <input type="checkbox"/> <i>What is really needed is to examine the present qualifications required for teacher certification. Professional teachers are needed, but they need a different training and a different outlook.</i> <input type="checkbox"/> <i>To ensure educational quality, community personnel must have some kind of qualification, something comparable to the teaching certificate.</i>

We also recommended that:

<i>Interim Report Number One: Recommendation # 7</i>	Paid and volunteer aides and community resource personnel as well as professional teachers should be made an integral part of all phases in the formal schooling process.
<i>Public Response</i>	<i>General agreement with this recommendation could be expected since this is already a fact of life in many schools. Where it is happening, expanded use of community resources was well supported.</i>

- A number of concerns were raised:*
- This must not be used as a means to lower the number of teachers in a school, to manipulate teacher-pupil ratios, or to get "cheap" help.*
- There is an extra expense in this -- is it justified? And where will the money come from?*
- Not as a substitute for professionally qualified teachers, but as a supplement to the professional.*
- Not for all phases of the formal schooling process.*
- The roles must be very carefully delineated.*
- What you are talking about is "differentiated staffing" which is a very complex concept.*

These two recommendations and their feedback set out several issues which deserve further consideration:

- the development and the use of community resource personnel as an essential element in the formal schooling process.
- the need to provide payment to community personnel.
- the need for differentiated staffing in schools.
- the need to review the rules and regulations that define suitable qualifications for people working in schools.
- the decision-making process employed in reaching solutions with regard to the use of community resource personnel, paid and volunteer aides and teachers.

For us, the development and use of community resource personnel in schools remains a central issue for schools. Our final recommendations are:

*Final Recom-
mendation # 27*

Paid and volunteer community resource personnel and professionals other than teachers should be made an integral part of the staff of a school.

* * *

*Final Recom-
mendation # 28*

The Minister of Education should develop, for all personnel working in schools, certification guide-lines that recognize the value of community resources, ensure quality of education and reflect community needs and objectives as well as professional objectives.

* * *

*Student Com-
munity Work*

While we saw an important place for community resource people in the schools, we felt that students should be encouraged to participate in community service and take leadership roles in community activities as part of their educational experience. We recommended that:

*Interim Report
Number One:
Recommendation
9*

The concepts of student community work and community leadership should be incorporated into the curricula for formal education. The value of experiences such as student work in the community should be given recognition in the curricula through the awarding of credits.

Public Response

General support and interest were indicated for recommendation. The following concerns were raised:

- Guidelines for community work and evaluation are needed to ensure a valuable and useful educational experience.*
- Not all students would benefit from this sort of learning experience.*
- Do we give credits for citizenship?*
- What is the role of the professional staff of the school in such a program.*
- This is already being done.*
- Such projects must be jointly planned by the school, the students and the community.*

A couple of school boards have set up the sort of projects that are suggested by this recommendation, and there seems to be substantial interest in expanding this kind of opportunity. That the planning of these projects should involve the students, the community and the school needs to be emphasized. In the Handbook for Community School Programs being prepared by the

Ministry of Education, we would hope that the projects that are already under way would be described. Our final recommendation is:

Final Recommendation # 29

The concept of student community work and community leadership should be incorporated into the curricula for formal education to provide alternative as well as additional means of learning for students.

* * *

Teacher Training

Wanting to emphasize the important role that teachers have to play in developing and encouraging community involvement in the school, we recommended that:

*Interim Report
Number One:
Recommendation
6*

Community Education should be stressed in the teacher-training curricula of the Province's teacher colleges and facilities of education. Community based work by teachers should be recognized as an educational responsibility, as a valid teacher qualification for upgrading, and as a substitute for some periodic formal academic upgrading courses.

Public Response

There was agreement that emphasis in teacher-training needs to be placed on community education. Two points of view emerged, however, as to the place of community education in teacher-training curricula. On the one hand, it was suggested that community education must be totally integrated into the program of study. On the other hand, it was felt that community education should be offered as an optional course. A number of concerns were raised in relation to the recommendation:

- Teachers are much more involved in community activities than the first interim report would suggest.*
- Does this mean "extra" work for the teachers?*
- The good teacher is not necessarily the good community worker. Will the recommendation not lead to an unnecessary redundancy on the one hand and a shortage on the other.*
- How would community based work by teachers be evaluated for credits? Who would set the criteria?*
- Such courses should be part of a continuing education program for teachers. Upgrading courses, as assumed in the report, don't exist.*

From our point of view, community education can not be treated as something optional or extra or separate in the curricula for teacher-training. Community education must become an integral part of the curriculum in such a way that its principles form the basis for teacher-training and for teaching in schools. Taking community education as the framework for teaching would mean, for teachers, changes in approach, strategy and method rather than extra work. It would mean becoming far more aware of the resources for teaching and learning that are available in a community. It would mean developing ways of using these resources effectively in the process of teaching, and it would mean learning to work in partnership with other adults on learning problems, interests and projects.

Since our interest in community education remains, we would repeat the first part of the recommendation as our final recommendation:

*Final Recom-
mendation # 30*

Community education should be stressed in the teacher training curricula of the province's teacher colleges and faculties of education.

* * *

Rather than make the sort of categorial statement found in the second part of the original recommendation, we would like to suggest the need to examine and adapt the procedures and structures which have been set up for teacher certification, in light of the development of community education as the framework for teaching. In particular, we need to emphasize the importance of continuing education as a component of the certification process. We recommend that:

*Final Recom-
mendation # 31*

A program of continuous upgrading and continuing education for teachers should be built into the certification procedures and structures for teacher accreditation in Ontario.

* * *

In fostering interaction between school and community and building up community-school relationships, the principal of a school is the key person. The principal can make or break the process. If the principal does not understand or does not accept the idea of community use of schools, the concept of a community school and the process involved in community education, or does not have the appropriate skills to work in partnership with the whole community, the idea is bound to fail.

Special efforts should be made to provide school principals with opportunities to explore these concepts, to acquire needed skills, and to develop means of implementation. However, because we want to emphasize the idea of a community-school partnership, we would suggest that non-educators, parents and other residents should participate, at all stages, in the programs and projects that might be devised. Needless to say, we would expect all the learning resources in the community to be brought into play in such programs or projects. We would recommend that:

Final Recommendation # 32

Community education should be stressed as an area of essential knowledge and skill in the criteria for advancement of teachers to the status of school principal and in the development of continuing education programs for teachers and principals.

* * *

■ Community Involvement in Curriculum

Curriculum Development and Implementation

A major part of the community school concept is the effort to encourage involvement by parents and others in the local community in the formal school program. Because we felt that this should be an essential element in every school's approach, we recommended that:

*Interim Report Number One:
Recommendation # 10*

The Minister of Education should adopt the principle of local community involvement in curriculum development and curriculum implementation as a basic policy guideline.

Public Response

Most school boards have developed some sort of vehicle for general community involvement in curriculum development on an advisory basis. Thus, there was agreement with the principle that the community should

be involved with educators in the formal education process. A number of issues were raised:

- Community involvement cannot be legislated; it can only be encouraged.*
- There should be community involvement at the level of the local school as well as at the county level.*
- There should be more non-professional involvement in the development of provincial curriculum guidelines.*
- Is there not a danger that the school's curriculum will become too parochial.*
- Students, teachers and parents are all part of the community.*
- Curriculum development requires expertise. We need to clarify how the community, and who in the community, should be involved and to what extent.*
- Curriculum development, yes; curriculum implementation, no.*

Local community involvement in curriculum development allows an opportunity for information exchange. It allows a chance to evaluate the school's programs in relation to community and individual goals and objectives, and to work at making programs more relevant to community and individual needs. It can lead to far better understanding on the part of both the community and the school and is an essential element in ensuring the quality of education provided for the young in Ontario.

Local community involvement in curriculum development provides a most useful vehicle for assuring true accountability in the school system. And in our mind, involvement in curriculum implementation would be a natural progression from involvement in curriculum development. We therefore recommend:

Final Recommendation # 33

The Minister of Education should adopt the principle of local community involvement in the curriculum development and curriculum implementation as a basic policy guideline.

People other than professional educators should be involved in the development of provincial curriculum guidelines, the development of curriculum policy at the school board level and in the development of the programs of individual schools.

* * *

Education for Leisure

We identified an area of need in the school's curriculum that we wished to comment on ourselves. We were concerned that the school system must become much more attuned to changing patterns of work, education and leisure, so we recommended that:

Interim Report Number One: Recommendation # 12

The Minister of Education should include education for leisure in the development of curriculum guidelines for the training of teachers and for formal elementary and secondary schooling process.

Public Response

There was strong agreement with this recommendation, particularly in terms of teacher education. Several comments were provided:

- The approach in leisure education must be informal rather than formal; stimulating, inspiring and nurturing rather than demanding or compulsory.*
- It is not necessary to be organized, productive, "busy" 24 hours a day.*
- We should be concerned with preparation or education for life, not preparation for life of leisure — prepare for work, leisure, social, moral, cultural aspects of life.*
- The whole community, including parents and other adults, needs education for leisure.*

Our concern with leisure has lead us to our interest in lifelong learning and the creation of community schools and facilities that can serve a wide range of needs and interests. We feel that we need to become more aware of the

growing importance, and the potential, of leisure in our lives, not as a substitute for work but as a complement to work and education. Teachers and schools do have a lasting influence on the way we learn to live and work. We thus feel that the recommendation bears repeating. We recommend that:

*Final Recom-
mendation # 34*

The Minister of Education should include education for leisure in the development of curriculum guidelines for the training of teachers and for the formal elementary and secondary schooling process.

* * *

We had a further comment to make in terms of curriculum development and the role of leisure in our lives. We recommended that:

*Interim Report
Number One:
Recommendation
13*

Arts, sports and other recreational activities should be totally integrated into the schooling process. These activities should not be differentiated according to sex roles.

Public Response

General support was given to first part of the recommendation, probably because this is believed to be happening already. Certain issues were raised:

- Won't this cost more?*
- Won't this be time-consuming and to the detriment of the basics of education?*
- Do we link leisure up to credits also?*
- Should this be the school's responsibility?*
- There should be more emphasis on cultural activities and on individual pursuits.*
- We need to emphasize participation rather than competition.*
- Change is needed in the school system, if this is to be achieved. Change the emphasis from acceleration to enrichment.*

Feedback on the second part of this recommendation suggested agreement in principle but there was a tendency to take the recommendation

as meaning "co-educational". Equal availability of activities was mentioned as a key factor. That this should be a matter of individual choice was emphasized.

A great deal of skill remains to be changed in the way that positive and negative values are attached to certain types of activities and to certain kinds of participation. Roles and activities certainly should be left to the individual to decide about. The problem that we see is that schools, which tend to negate, or at least fail to recognize, the importance of leisure activities, have a great deal of influence on the way young people approach life and learning. The same kinds of influence relate to the continuing tendency to differentiate work roles on the basis of sex. We therefore, feel that the recommendation should be repeated. We recommend that:

Final Recommendation # 35

Arts, sports and other recreational activities should be totally integrated into the schooling process. These activities should not be differentiated according to sex roles.

* * *

*School Library
as a Community
Resource*

A school's library, we were told, is there to serve the school's curriculum. If a school is to be a facility that serves the whole community, the school library may very well be expected to play a much wider role, and become a key resource for the community. Because we were unsure of how well the school library could carry out such increased service, and because we were aware of a very real disparity, from school to school and region to region, in the library resources available to the school system we recommended that:

*Interim Report
Number One:
Recommendation
16*

The Minister of Education compile the data and information which are necessary to evaluate the effectiveness of library resources in the Ontario school system for serving the needs of both the students and the community.

Public Response

Fairly general support for the need to evaluate the role of the school library and its effectiveness in serving the school (day-time) student was indicated.

The idea that there might be a legitimate or necessary wider role for the school library is less accepted, partly because of the limited resources

available for school libraries in the province. The disparities that exist in school library provision from board to board also affect the nature of the feedback on this question.

The question of who should be involved in this evaluation was raised. It should not just be the Minister of Education and his officials.

In spite of our worries about the adequacy of present school library resources to meet wider community needs, we felt that a school's library should be able to serve more than just the students. Because we felt that the community should be involved in the development of school library resources, we recommended that:

*Interim Report
Number One:
Recommendation
17*

A community, through its Community Action Council, should accept the responsibility of deciding what kind of library is needed in the school and how it should operate:

Public Response

The principle of community involvement in the development of school library resources was accepted, but with reservations:

- Whether the Community Action Council is the suitable vehicle for such involvement was questioned.*
- The school librarians have the expertise in this field; provide them with necessary funds to develop resources.*
- The school board should retain this responsibility.*
- Wider or extra use by the community could reduce the quality and quantity of materials available to the school's students.*

What role the school library can and should play in meeting a community's educational, informational and recreational needs and how this role relates to the functions of the local public library system are questions that need much more exploration. We agree that a wide range of people, not just professional educators and librarians, should be involved in any study or plan for the development of community library resources. We therefore recommend that:

*Final Recom-
mendation # 36*

The Minister of Education should initiate an evaluative study of the adequacy and effectiveness of library resources in Ontario's schools for serving the needs of both the students and the wider community. A wide range of professional and non-professional people from a variety of backgrounds should be invited to participate on the study team. The results of this study should be made public and widely distributed.

* * *

We also felt that these questions need to be explored at the level of each individual school as well as at a province-wide level. And since the school library is so closely related to the development and implementation of the school's curriculum, community involvement in the curriculum would lead naturally to a concern for the learning resources that are required and available. Indeed, this may provide a useful focus for initiating local community involvement in a school's curriculum. We recommend that:

*Final Recom-
mendation # 37*

A community, in the process of becoming involved in the development and implementation of its school's curriculum, should be encouraged to work with the school to define what kind of community and school library resources are needed, and how they can best be developed.

* * *

■ Planning and Organization of the Academic Year in Schools

In our study of year-round use and year-round educational programs, which formed the basis for our second interim report, we indicated that there have been a variety of pressures to shorten rather than lengthen the academic year in Ontario's schools. Some educators have suggested that young people spend too much time in school already. Indeed, the idea of dropping Grade 13 has been a subject for serious discussion. And every June, for the past few years,

there have been efforts to move forward the closing date for elementary schools.

In response to the pressures to resolve the question of earlier school closing dates and a shorter school year, the Ontario Ministry of Education set a new policy for definition of the academic year for schools. Beginning with the 1973-74 school year, school boards could choose among 3 alternative plans:

1. The Modified School Year Plan which would allow a school board some flexibility in setting aside a certain number of days for professional activities other than instruction.
2. The Experimental School Year Plan which would allow a school board to move to a school year organization plan not based on traditional patterns.
3. The Traditional School Year Plan in which no changes from set procedures would occur.

(Appendix C provides a copy of Memorandum 1972-73:23)

The result of this New School Year Policy was that all school boards chose the Modified Plan for all their schools. The academic year in Ontario was effectively shortened to 185 instructional days. We found that almost no public discussion took place before this change was made.

*Professional and
Community Ac-
tivity Days*

The process of determining the schedule for the academic year of a school should involve far greater exchange of information between a school and its community and allow for much more community participation. The professional activity days which were introduced as part of the Modified Year Plan seemed to provide an excellent opportunity for local community involvement in the planning and implementation of each school's program. Thus, we recommended that:

*Interim Report
Number Two:
Recommendation
#8*

A community should be allowed to become directly involved in the planning and organization of the academic year for its elementary and secondary schools and in the designation and implementation of such "professional and community activity days" as are to be included in each year's school schedule. This could be most easily achieved through a Community Action Council.

Public Response

The principle of local community involvement in decisions affecting the planning and organization of the academic year and in the programs that might be planned for professional activity days, was generally accepted.

Whether the Community Action Council would be a suitable vehicle for such involvement was questioned.

The need on the part of teachers for in-school time to complete a wide variety of necessary tasks in addition to classroom teaching was stressed. It was suggested that the public must become more aware of why these non-instructional days are important.

We find that the purpose of professional activity days has not been adequately communicated by the school system to the public. Indeed, we find that information about the scheduling of these days has not been provided adequately by schools to parents and others in the community. At the level of providing simple information and understanding, far more discussion about the functions and importance of professional activity days needs to be fostered by schools and school boards. There is another viewpoint to be considered. In the scheduling of these professional activity days, the convenience and needs of the community should be considered by the school. But more than consideration of convenience and provision of information are included in our concern for community involvement in setting down the school year schedule. The planning and organization of a school's academic year are directly related to the design of the school's programs.

The potential for community involvement in the development and implementation of the school's curriculum can certainly be enhanced by community involvement in decisions concerning the planning and organization of the academic year.

Since much of the discussion around these issues will occur during the designated professional activity days, we feel that it is imperative that parents and others in the local community not only be aware of the programs and activities for these days but be encouraged to participate in the planning of the programs and to be part of the activities; thus our interest in calling these days "professional and community activity days". We recommend that:

*Final Recom-
mendation # 38*

A community, in the process of becoming involved in the development and implementation of its school's curriculum, should be encouraged to work with the school on the planning and organization of the academic year and the designation and implementation of such "professional and community activity days" as are to be part of each year's school schedule.

* * *

Year-Round Educational Programs

An important area of study was outlined by our terms of reference: We were asked to examine the potential for increased use of educational facilities on a year-round basis and to suggest ways of achieving this increased use, and we were asked to consider year-round use for community as well as educational programs. Our travels and visits to a variety of educational facilities in Ontario during the summers of 1972 and 1973 showed us that, while there are a few summer programs being offered here and there, educational facilities in this province, especially schools and community, are not being used year-round. We found that, in fact, they are often not available for use, particularly community use, on a twelve month basis. Our second interim report was devoted to a discussion of year-round use of facilities and the provision of educational programs on a year-round basis.

Lack of Public Discussion

Because we found that the question of year-round educational programs had not received public attention in any extensive way, we attempted in our second interim report to provide an information base for public discussion by examining a number of the problems, alternatives and opportunities that may be found in year-round academic programs.

Since that report received fairly wide distribution in Ontario, we do not intend to repeat the discussion.

(A list of reports, relating specifically to the Canadian and Ontario contexts, which would be useful to anyone wishing to study the question of year-round use in detail, is contained in Appendix D.)

We made three recommendations related to the development of formal educational programs on a year-round basis:

*Interim Report
Number Two:
Recommendation
5*

Any decision to adopt a continuous academic year plan for educational programs in Ontario's schools, colleges and universities should be made on the basis of increased educational, social, and cultural opportunities and not solely on the basis of economic savings.

*Interim Report
Number Two:
6*

In the event that adoption of a year-round academic program is being considered by a school board as a means of coping with rapidly increasing enrolments or with a lack of adequate facilities the school boards should take steps to ensure that the local community is fully informed of all the alternatives and their implications. The local community should be directly involved in the process of deciding which is the best solution.

*Interim Report
Number Two:
Recommendation
7*

The Government of Ontario should refrain from designating any specific or standardized plan for the re-organization or re-scheduling of the academic year on a province-wide basis. Any decision to modify the present patterns of operation should be made by the local community in conjunction with the local government authorities.

Public Response

In the feedback on these recommendations, there was general agreement with the basic principles. It was emphasized that there must be a clear understanding on the part of all segments of a community as to what the disadvantages and advantages of a continuous year-round program would be. Two groups, teachers, and municipal recreation personnel, were identified, in particular, as being directly affected by any changes in the organization and scheduling of the academic year. They must have direct involvement, therefore, in any decision for change.

In stating our final position on year-round educational programs, we would like to re-affirm the following guidelines:

1. No one continuous year-round academic plan will be applicable to all parts of Ontario. Each community must be able to define its own year-round program for education and recreation.
2. Economic factors do not provide sufficient reason to move to a continuous, year-round academic program.
3. On the other hand, educational, social, cultural and environmental factors may provide very good reasons for such a move, even though there may be an extra cost involved due to the expansion of programs.
4. If facility and accommodation problems indicate the adoption of a continuous year-round academic program, the local community -- parents, residents, employers, as well as municipal and school board authorities must be included in the decision.

Our final recommendations are:

*Final Recom-
mendation # 39*

The Government of Ontario should refrain from designating any specific or standardized plan for the re-organization or re-scheduling of the academic year on a province-wide basis. Any decision to modify the present patterns of operation should be made by a local community.

*Final Recom-
mendation # 40*

Any decision to adopt a continuous, academic year plan for educational programs in Ontario's schools, colleges and universities should be made on the basis of increased educational, social, and cultural opportunities and not solely on the basis of economic savings.

* * *

*Final Recom-
mendation # 41*

In the event that adoption of a year-round academic program is being considered by a school board as a means of coping with rapidly increasing enrolments or with a lack of adequate facilities, the school board should take steps to ensure that the local community is fully informed of all the alternatives and their implications. The local community should be directly involved in the process of deciding which is the best solution.

* * *

We believe that there is much greater interest in year-round educational programs and opportunities to use educational facilities on a year-round basis than is usually perceived. Several specific directions in the provision of educational programs on a year-round basis have been suggested to us:

- much closer integration and continuity of summer educational programs with the regular programs of the academic year
- increased opportunities for adult and continuing education programs offered during the summer months, particularly in rural and isolated communities
- the development of enrichment programs at the elementary school level which seek to integrate the educational, recreational, cultural and social aspects of community life

- increased emphasis on the development of cooperative programs involving exchange of educational resources for education in Ontario: exchange among communities in different parts of the province but also exchange among different educational institutions in a community.

To achieve these and other increased opportunities for year-round education, we believe that the Province must play a facilitating role. We therefore recommend that:

*Final Recom-
mendation #42*

The Government of Ontario should develop financial support systems for educational and community service programs that emphasize and support availability and accessibility on a year-round basis.

* * *

Open Education in Ontario

The Commission on Post-Secondary Education in Ontario, in their report *The Learning Society*, recommended the establishment of a Council for the Open Educational Sector of Post-Secondary Education and the creation of an Open Academy of Ontario as means to improve accessibility to educational opportunities in Ontario.

As we stated earlier, we found that, in order to achieve increased utilization of educational facilities, there was a need to develop coordinated use of educational resources and to improve accessibility to these resources. We were, therefore, most interested in exploring the concept of open education. We found, however, a reluctance among most of the educators we met in Ontario to discuss the idea. The term *open education* seemed to be too vague or ambiguous or perhaps too complex to be meaningful to them. In looking at the concept then we felt that our first task was to outline what we found to be involved in open education.

The term *open* most often relates to the admissions policies of post-secondary educational institutions. An open admissions policy would be able to accommodate not only those who have the normal academic certificates from secondary schools but also all those who, although they do not have the usual qualifications, have a desire and the motivation to learn.

The term *open* has been used to denote an educational system in which emphasis is placed on courses rather than programs. In an "open" system, a student is allowed to take, for example, a particular course in history without having to enrol in a program calling for a number of interrelated history courses.

The term *open* has also been used to denote an educational system in which prerequisites are not necessary. An "open" system is one in which a student may attempt a course regardless of his background. In this scheme, prerequisites are seen as barriers to learning. If there are prerequisites, someone other than the student himself has made the decision about what he is capable and incapable of learning. In an "open" system, the responsibility for assessing an individual student's competence to try and likelihood to succeed remains with the student.

Open education relates to the question of relevance in formal education in terms of the courses offered, the study materials provided, and the methods of instruction used. To what extent do our educational institutions still define classroom lectures, tutorials and library research as the only valid media for learning?

In a more general sense, open education relates to the access that individuals have to the educational system. The openness of the system is determined by

the ease with which individuals may obtain opportunities for education. Can one's education be interrupted for periods of indefinite length? Can one go back to school or university at any age? Is it possible to obtain "part-time" what other students obtain "full-time"? Can an adult who decides to go back to school full-time receive government assistance to do so? An educational system which enables access on an equal basis, to anyone at any time, would be referred to as open.

In Ontario the extent to which the educational system is open varies considerably on each of these points. There certainly seem to be a great number of ways in which accessibility to existing opportunities could be enhanced.

*Approaches to
Open Education*

In our third interim report, we described some of the approaches that have been undertaken in the United States and Britain to meet the challenges of expanding the educational environment, of opening up educational opportunities, and of widening the population that has access to higher education. We also outlined a number of proposals that have been made for similar or related projects in Canada.

(Appendix D provides a list of these projects and proposals.)

A number of recurring elements appeared in the projects and proposals that we described:

- The feeling that the conventional approaches to post-secondary education, with its fixed curriculum, pursued in a given sequence at a fixed time and in a fixed place, does not meet everyone's educational needs.
- Recognition that there are certain groups in each community that are not in touch with the educational opportunities that presently exist. In each proposal, priority is given to specific groups. In some cases, the problem may be defined in terms of rural populations; in others, urban. In most cases, the problem involves poor and otherwise disadvantaged people. In many cases women constitute an important group.
- Realization that adults who have full-time responsibilities at work and at home often can not attend lectures on campus on a normal or regular basis.
- The need for innovative and non-traditional alternatives to the conventional approaches in post-secondary education.

- Recognition that external, off-campus study should be eligible for credit towards a university degree.
- Concern, in developing such alternatives, to emphasize individualized and independent learning and self-direction, with advisor-mentor support to the student at all stages in his learning.
- Belief that students should take on responsibility for outlining their own program goals and learning objectives.
- Provision of educational opportunities when and where the need exists. Flexible time units should be possible and a flexible year-round calendar should be basic to alternative educational programs. A modular basis for planning should be developed.
- Development of Regional Learning Centres to support the individual student should be developed in existing community facilities, where possible.
- Exploitation of multi-media communications methods for post-secondary education, to expand educational opportunities — particularly in the development of support study materials designed on a modular basis.
- Emphasizing, in efforts to expand educational opportunities, the utilization of existing facilities and resources. The creation or existence of residential campuses is not at all essential to the educational process. Inventories of community learning resources however are.
- Development of part-time community faculties, in addition to full-time teaching faculties, as an educational resource for individual students.
- Acceptance of open admissions policies which do not require specific academic standing in a prior phase of education.
- Development of evaluation procedures, for the granting of degrees or diplomas, which place less emphasis on academic grading and greater emphasis on the development of competence in a number of areas. Prior life experience, other than academic

*Open Educational System
for Ontario*

achievement, should be recognized in both admission and evaluation procedures.

All of these elements relate to the development of open education.

We found, in our exploration of what might be involved in open education, that there were two basic themes:

- the need to develop more flexible and relevant programs for students presently enrolled in formal educational programs and to offer alternative learning opportunities to these students.
- the need to develop ways of meeting the learning needs of those who do not presently, for whatever reason, have access to existing educational opportunities, or who find access extremely difficult to attain.

Because we considered the second of these themes, the need to improve access, to be basic to our problem of increasing utilization, we felt, as did the Commission on Post-Secondary Education in Ontario, that a special effort would be needed to develop open education in Ontario and that a specific body should be given the responsibility for this. We therefore recommended that:

*Interim Report
Number Three:
Recommendation*

The Open Educational System for Ontario should be established by statute.

- 1 The objects of the Open Educational System for Ontario should be:
 - (a) to serve the learning needs of those in Ontario who are not presently served by the existing institutions, by providing educational opportunities for the students wherever they may be and in whatever forms are most relevant for their situations;
 - (b) to make entry possible for those in Ontario who do not presently have access to existing educational institutions;
 - (c) in carrying out (a) and (b), to be concerned with meeting the specific learning needs of:

- (i) women in Ontario;
- (ii) native peoples in Ontario;
- (iii) France-Ontarians;
- (iv) other cultural groups that are identified as disadvantaged in relation to educational opportunities in Ontario;
- (v) the economically poor;
- (vi) the physically handicapped;
- (vii) northern, isolated and rural communities;
- (viii) any other groups or individuals that are identified as disadvantaged in relation to learning opportunities in Ontario;

(d) to achieve (a), (b), and (c), through the utilization of existing educational and community resources, whenever feasible.

2 Members of the Open Educational System for Ontario should be appointed by the Lieutenant Governor in Council on the advice of the Provincial Secretary for Social Development.

3 The 18 appointees should be selected from a list of nominees of voluntary associations and should reflect the following division:

(a) 1 member appointed from the nominations of each of:

- (i) provincial associations of the physically handicapped;
- (ii) provincial associations of women;
- (iii) provincial associations of Franco-Ontarians;
- (iv) provincial associations of native peoples;

for a total of 4 members.

(b) 1 member appointed from the nominations of each of:

- (i) provincial associations of community groups;
- (ii) provincial associations of social welfare groups;

- (iii) provincial associations of labour organizations;
- (iv) provincial associations of agricultural organizations;
- (v) provincial associations of business organizations;

for a total of 5 members.

(c) 1 member appointed from the nominations of each of:

- (i) provincial associations of adult and continuing education;
- (ii) provincial associations of counselling and guidance;
- (iii) provincial associations of professional organizations;

for a total of 3 members.

(d) 1 member appointed from the nominations of each of:

- (i) provincial associations of universities;
- (ii) provincial associations of Colleges of Applied Arts and Technology;
- (iii) provincial associations of school board trustees;
- (iv) provincial associations of students;
- (v) provincial associations of libraries and museums;
- (vi) provincial associations for the visual and performing arts;

for a total of 6 members.

Members of the Open Educational System of Ontario should be appointed in a staggered manner for three year terms, once renewable.

4. In appointing members to the Open Educational System for Ontario, the Lieutenant Governor in Council should ensure adequate representation, in terms of women, and in terms of cultural groups.
5. The Open Educational System for Ontario should have a full-time chairman, appointed by the Lieutenant

Governor in Council on the advice of the Provincial Secretary for Social Development for the term of four years, renewable.

6. No member of the governing board of an educational institution in Ontario should be appointed to the Open Educational System for Ontario.
7. In carrying out its objectives, the Open Educational System for Ontario should:
 - (a) consult with representatives of voluntary associations and private and public organizations, agencies and institutions on matters concerning its activities;
 - (b) hold public meetings on a regular basis;
 - (c) publish annual reports, to be tabled in the Legislature; describing its activities.
8. The Open Educational System for Ontario should:
 - (a) establish a community-based information network, using existing resources wherever possible;
 - (b) build up a community-based counselling and referral service, using existing resources wherever possible;
 - (c) provide special accessibility grants for students, wherever necessary, to allow access to post-secondary educational institutions;
 - (d) provide a testing and evaluation service available on request to people in Ontario;
 - (e) award degree and diplomas on the basis of criteria established for services provided under (d).
9. The Open Educational System for Ontario should:
 - (a) enter into agreements with Ontario Educational Communications Authority, the Ontario Institute for Studies in Education and any other agency or group in Ontario and elsewhere to develop

appropriate educational materials and programs;

(b) provide educational programs on an individual learning contract basis to adults who are unable to undertake educational programs in any other form, particularly the physically handicapped and adults in communities where viable enrolments for existing post-secondary educational programs can not be achieved.

(c) work with colleges, universities and schools to promote regional cooperation and coordination, through the exchange of information, the sharing of personnel, the design and mounting of cooperative programs, and the sharing of media resources and fixed and other assets;

(d) work with industry, business and the educational institutions to develop in-service training, work study and cooperative education programs;

(e) remain open to new challenges and approaches in education.

10. The Open Education System for Ontario should provide its services and programs in both English and French, wherever appropriate.

*Dissenting
Opinion*

Mr. Foulds and Mr. Laughren differed from the findings of the majority of the Committee in the third interim report on two major points:

"First, the roots of the problem of openness in our society are economic and social rather than educational. Because the Committee has not recognized this fact, the Committee has failed to acknowledge the need, if openness in education is to occur, for a very different system of student aid. The present student loan and award program in Ontario is geared to the needs of young, relatively well-off students. It is quite unsuitable for many adult learning needs and totally incapable of meeting the educational needs of the poor. The abolition of tuition fees for post-secondary education and the provision of adequate living stipends must be fundamental to any approach to openness in education.

"Second, the creation of an "Open Educational System for Ontario", as a separate and additional agency for increasing openness in education, is unnecessary. The objectives outlined in the Basic Documents for the Colleges of Applied Arts and Technology — equality of opportunity for all sectors of our population, the fullest possible development of each individual to the limit of his ability, and help to each individual to achieve his cultural, vocational and avocational hopes and aspirations — are goals directly related to the Committee's goal of openness in education. The potential, therefore, to achieve openness has already been vested with the community colleges. The original statements about the community colleges pointed to a college system in which there would be no walls between these colleges and the communities in which they are located. Unfortunately, the potential foreseen for the colleges has not been realized. The community colleges have become entrenched bureaucracies which have failed to carry out their mandate. In short, the Colleges of Applied Arts and Technology have failed to meet the objectives set down for them in the Basic Documents. There is no need to create another institution with the dangers inherent of creating another educational bureaucracy. The potential is still there; this system has the potential to go into every community in the province and to reach each of the groups that the Committee outlined in their recommendations. The community college system should be the vehicle for increasing openness in education.

"It must be added that for the community colleges to become the delivery system for open education, a number of major changes will be required:

1. in the governing structures for the colleges, including the Council of Regents;
2. in the alignment of priorities for the college system as a whole and for each individual college;
3. in the financial support provided by the Government of Ontario;
4. in the organization and allocation of programmes, personnel and learning resources.

"An additional factor will be necessary: elimination of the competition that presently exists between the community

colleges and neighbouring universities and the development of cooperative and integrative programs in its place."

Public Response

Although there has not really been enough time for individuals and organizations to provide substantial feedback on the third report, the following summary of the responses that have been made is provided.

There was general agreement that there are problems in terms of access to educational opportunities and coordination of educational resources. Fear was expressed, however, that the Committee's means of confronting the problem, the Open Educational System for Ontario, (OESO), would become another large separate institution with rigid bureaucratic structures and procedures. There were divergent views on whether a centralized agency was needed at all. On the one hand, we were told that OESO as a separate educational system is unnecessary. What is needed is a vehicle that does not duplicate the existing system but expedites coordination of resources in various parts of the existing system. On the other hand, we were told that community colleges already have the mandate to work on these problems and that they are already hard at work at meeting many of the needs the Committee referred to. The solution suggested in the dissenting opinion is therefore the correct one.

Other comments included the following:

- The barriers are social and economic and not educational. The solutions must relate to the earliest part of a person's life. This has implications for the provision of child care and early childhood education programs.*
- The rigid financing system for the community colleges discourages innovation.*
- Development of open education must be undertaken on a regional basis, fitting specific solutions to specific needs.*
- Ambiguities in the legislation covering student housing in Ontario also relate to barriers to educational opportunities.*
- The ability to retrieve information on existing support materials must be included in the open education system.*
- The program needs of students in outlying areas could be partially met through the development of portable packaged materials. The student, however, will also need personal contact with teachers. This type of program can not be financed under the existing financial guidelines for community colleges.*

Our use of the word "system" to denote the body to be charged with the development of open education was perhaps unfortunate since it seemed to suggest that open education was to be something quite separate from the formal education system that exists now. We were certainly not interested in setting up another educational component to compete with existing educa-

tional institutions for already limited resources. Indeed we emphasized both in the text of the third report and in the recommendation that the objective of this new agency should be achieved wherever possible through the cooperation with existing educational institutions and community organizations and agencies.

Since the main thrust of our recommendation in the third interim report was to increase the accessibility for certain specified groups to existing resources and opportunities, there is no doubt that most of the efforts to develop an educational system that is more open will have to be undertaken by existing agencies at the local level. Nevertheless we continue to see the need for a coordinating body at the provincial level having the responsibility for the development of open education in Ontario and the power to distribute funds to stimulate this development. To clarify the fact that we do not envisage the development of a separate and competing system of education, we must accept the fact that "system" is not a suitable term. What we need to speak of is a "Council on Open Education".

We are aware that some sort of Open Education Sector is being developed in the Cultural Affairs Division of the Ministry of Colleges and Universities. Although we have little information on what this actually entails, it would seem to suggest that a Council on Open Education should be set up under the Minister of Colleges and Universities to direct the development of this Open Educational Sector. We must emphasize, however, that the problem as we see it is not a matter of creating a separate government agency with a separate educational responsibility; it is a matter of opening up the opportunities that are provided by all segments of the existing educational system. In addition, we must point out that open education can not be confined to post-secondary education. Nor can it be confined to formal education. Elementary and secondary education must be part of its domain and informal education programs must be considered as essential elements.

When we talk about open education we really want to be able to look at all the resources available to education, not just the resources of post-secondary education and not just the resources of colleges and universities. All parts of the educational system need to take up the challenge of open education. We therefore feel that placing the total responsibility with the Minister of Colleges and Universities is not the correct solution. Much of what open education may be concerned with will lie outside the areas of responsibility of that Ministry; many of the resources that should be brought to bear in developing open education will be under the control and supervision of other Ministries.

The coordination role in the Provincial Government has already been defined for the Provincial Secretary for Social Development as one that crosses over the boundary lines of individual operating Ministries. Since our goals are directly related to the general goals of social development and coordination of available resources, it still seems most realistic to place the responsibility for

open education at a point in the government structure where it could deal with all Ministries in the Social Development Field.

We therefore recommend that:

*Final Recom-
mendation # 43*

The Government of Ontario, through the Secretary for Social Development, should establish a Council on Open Education.

(1) Objects

- (1) The objects of this Council on Open Education should be:
 - (a) to serve the learning needs of those in Ontario who are not presently served by the existing institutions, by providing educational opportunities for these people wherever they may be and in whatever forms are most relevant to their situations;
 - (b) to make entry possible for those in Ontario who do not presently have access, to existing educational institutions;
 - (c) in carrying out (a) and (b), to be concerned with meeting the specific learning needs of:
 - (i) women in Ontario;
 - (ii) native peoples in Ontario;
 - (iii) Franco-ontarians;
 - (iv) other cultural groups that are identified as disadvantaged in relation to educational opportunities in Ontario;
 - (v) the economically poor;
 - (vi) the physically handicapped;
 - (vii) northern, isolated and rural communities;
 - (viii) any other groups or individuals that are identified as disadvantaged in relation to educational opportunities in Ontario;
 - (d) to achieve (a), (b) and (c) through the coordination and utilization of existing educational and community resources, whenever feasible.

(2) *Membership*

(2) Members of the Council on Open Education should be appointed by the Lieutenant Governor in Council on the advice of the Provincial Secretary for Social Development. The appointees should be selected from a list of nominees of voluntary associations and should reflect the following division:

1 member appointed from the nominations of the provincial associations for each of the following groups:

- (a) adult and continuing learning organizations;
- (b) agricultural organizations;
- (c) business organizations;
- (d) Colleges of Applied Arts and Technology;
- (e) community groups;
- (f) counselling and guidance personnel;
- (g) Franco-Ontarians;
- (h) labour unions;
- (i) libraries and museums;
- (j) native peoples;
- (k) the physically handicapped;
- (l) professional organizations;
- (m) school board trustees;
- (n) social welfare groups;
- (o) students;
- (p) universities;
- (q) the visual and performing arts;
- (r) women;

for a total of 18 members.

Members of the Council on Open Education should be appointed in a staggered manner for three year terms, once renewable.

In appointing members to the Council on Open Education the Lieutenant Governor in Council should ensure adequate representation in regional terms, especially northern representation, in terms of women, and in terms of cultural groups.

No member of the governing board of an educational institution in Ontario should be appointed to the Council on Open Education.

(3) *Appointment of Chairman*

(3) The Council on Open Education should have a full-time chairman, appointed by the Lieutenant Governor in Council on the advice of the Provincial Secretary for the term of four years, renewable.

(4) *Consultation and Public Discussion*

(4) In carrying out its objectives, the Council on Open Education should:

- (a) consult with representatives of voluntary associations and private and public organizations, agencies and institutions on matters concerning its activities;
- (b) hold public meetings on a regular basis;
- (c) publish annual reports, to be tabled in the Legislature, describing its activities.

(5) *Specific Functions*

(5) The Council on Open Education should:

- (a) work with existing educational institutions, public agencies and private organizations to develop information, counselling and referral services at the local community level;
- (b) provide special accessibility grants for students, wherever necessary, to allow access to post-secondary educational institutions;
- (c) provide a testing and evaluation service available on request to people in Ontario
- (d) award degrees and diplomas on the basis of criteria established or services provided under (c).

(6) *Strategies*

(6) The Council on Open Education should:

- (a) enter into agreements with the Ontario Educational Communications Authority, the Ontario Institute for Studies in Education and any other agency or group in Ontario and elsewhere to develop appropriate educational materials and programs;

- (b) in conjunction with local educational institutions provide education programs on an individual learning contract basis;
- (c) work with colleges, universities and schools to promote regional cooperation and coordination, through the exchange of information, the sharing of personnel, the design and mounting of cooperative programs, and the sharing of media resources and fixed and other assets;
- (d) work with industry, business and the educational institutions to develop in-service training, work study and cooperative education programs;
- (e) remain open to new challenges and approaches in education.

(7) *Services in French and English* (7) The Council on Open Education should provide its services and programs in both French and English, wherever appropriate.

Dissenting Opinion

Re: Final Recommendation # 43

While we support the objectives of the majority of the Committee in their promotion of open education in Ontario, we remain convinced that the objections we raised in the third interim report are valid. We would still maintain that a system of free tuition for post-secondary education coupled with the provision of adequate living stipends for students will be essential if accessibility to educational opportunities is to be achieved. And we still oppose the establishment of yet another centralized body in the educational field. The need to talk about open education is in itself indicative of the short-comings to be found in the existing provincial agencies that have responsibility for education in Ontario.

In the Committee's third interim report we suggested that, rather than creating new structures, we must look critically at existing institutions and agencies. In our view, the solution to the problems outlined by the Committee as a whole — the need to improve accessibility and to open up educational opportunities could be found in a thorough reshaping of the community college system. — We expressed our dissatisfaction with that system as it presently operates and outlined a number of major changes that are needed.

The public response to the third interim report indicated substantial support for our position. We found, however, that most of this support came from the community colleges themselves. The colleges have apparently interpreted our statement as meaning expansion of present continuing education programs and more money for other programs and little change in direction. This interpretation is quite erroneous. It is our contention that what is needed is a complete overhaul of the whole community college system, including the Council of Regents. Rather than expansion of resources, we are concerned to see realignment of the present resources available to this system. It will only be by such a move that education in Ontario will become open.

James Foulds
Floyd Laughren

What Happens Next is Up to You

Probably the question that was asked most often of us as Members of a Select Committee was: "What happens to your reports and recommendations? What happens next?" We feel that this question deserves an answer.

A Select Committee makes its reports and recommendations to the Legislative Assembly and having done that, the Select Committee disbands. In the Legislature, there is no formal procedure for debate of a Select Committee's report and the Government is under no obligation to adopt its recommendations.

There are, however, a number of things that could happen. A Select Committee report could be used as the basis for questions during question period in the Legislature or during the debate on estimates by the Standing Committee on Supply. It could be used as part of a Member's argument in debate in the House and it might receive further discussion in party caucuses. There might also be a Committee of Review set up in any Ministry that is directly affected by the recommendations. A Select Committee report can, however, very easily end up sitting on the shelf.

We feel that this may not be a very satisfactory outcome for many of the people, groups and agencies which have followed our work, read our interim reports and responded to our recommendations and ideas. And we would like to suggest that the end of our work does not have to mean the end of the discussion. We feel that each person and every group that feels some concern for this report should be aware of the role they can play in achieving increased utilization of educational facilities and opening up educational opportunities.

To begin with, many of the things that we have recommended, and many of the areas of change that we have explored, do not require the blessing of the Government in order for something to happen. Schools and communities can certainly work more closely together to achieve what should be, in any case, mutual goals and objectives. And school boards and other local government agencies can also cooperate far more to achieve coordination in the development of resources, programs and facilities. Our educational institutions can certainly become more open, more responsive to community needs and more aware of community resources.

But more than that, where there are problems in terms of provincial legislation, regulations, policy and funding systems, groups and individuals can become far more active in making their views known to the Government. Thus, we would recommend that anyone, any person, group, organization or institution, that wishes to respond to this final report should indicate their interest and concern to the Premier, the Provincial Secretary for Social Development, to the Ministries responsible for the development of programs to provide community

and educational services and to their own elected representatives in the Legislative Assembly of Ontario.

In short, our work as a Select Committee is completed with the presentation of this final report. What happens next is up to you.

The Select Committee on the Utilization of Educational Facilities
Final Report

Appendix A

■Text of:

Memorandum 1974-75:E from the Ministry of Education to Directors of Education and Superintendents of Separate Schools. Re: Community Education.

and

Remarks by: Honourable Thomas L.Wells
Minister of Education, Ontario

to: Ontario Communities and Schools
 Conference
 London, Ontario
October 30, 1974



Ministry
of
Education
Ontario

Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

1974-75: E

MEMORANDUM TO: DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS

RE: COMMUNITY EDUCATION

On October 30, 1974, at the Ontario Communities and Schools Conference in London, the Honourable Thomas L. Wells delivered the enclosed address. In his presentation six specific ways in which the Ministry of Education is prepared to support the development of community education in Ontario were identified. A copy of the enclosed speech has recently been forwarded to the Chairman of your Board.

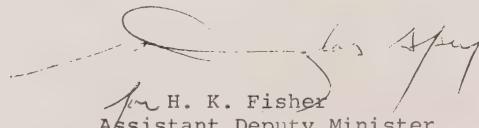
As the Minister indicated in his speech, the Ministry will make available grants for the development of initial or expanded levels of program or personnel service related to community education.

For school boards wishing to make application for a community education grant for the remainder of the 1974-75 school year, a set of criteria is attached. Application forms may be obtained from Regional Offices upon request.

Further information for those school boards making application for the 1974-75 school year includes the following:

1. The Ministry of Education will provide a 100% grant on the cost of the proposal up to a maximum of \$10,000. The expenditure for which the grant is made will be outside the provincial ceilings and will be treated as a supplementary expenditure.
2. Applications must be received by the Regional Office no later than December 31, 1974.
3. Where application is approved the school board will be notified by the Regional Office on or before January 31, 1975.
4. Approved projects must be undertaken by the school board no later than March 15, 1975.
5. The grant will be paid on or before March 31, 1975.
6. Applications for renewal must be received by the Regional Office no later than May 31, 1975.

School boards expecting to apply for these grants for the 1975-76 school year must make application to the Regional Office no later than May 31, 1975. The attached criteria will apply to those proposals as well.


Mr. H. K. Fisher
Assistant Deputy Minister

November 1, 1974

CRITERIA FOR PROPOSING NEW OR
EXPANDED COMMUNITY EDUCATION PROGRAMS

The Ministry of Education will encourage community education, community school programs and the extended use of school facilities. Ultimately such activities should:

- a) encourage the use of the school by individuals and groups in the community and assist schools in making greater use of community resources;
- b) extend the school into the community as a cultural, social and learning resource and increase the community's awareness of the school's role and activities;
- c) encourage involvement and co-operation of agencies and institutions within the community;
- d) develop a sense of a school community with which people identify, and through involvement become committed to the school as a centre of learning and service in the community.

The Ministry of Education will extend financial assistance to a school board which undertakes to offer new levels of program or personnel service in the area of community education. (see Memorandum 1974-75: E)

It is suggested that a board applying for community education grants should consider the development of strategies and activities which will encourage:

1. liaison with agencies and institutions involved in community education;
2. liaison with community service agencies;
3. ongoing interaction between a school and its community;
4. use of community resources by the school;
5. development and review of appropriate policies to facilitate use of the school by community groups;
6. support to the principal, teachers and other staff in the development of the school's community education program;
7. establishment of a community advisory council for the school;
8. professional development opportunities in community education for the staff;
9. application of the principles of community education to the development of local curriculum and its implementation;
10. increased public awareness of the role and function of the school.

APPLICATION FOR A COMMUNITY EDUCATION GRANT MUST INCLUDE:

1. a statement of the present activities and policies of the board and/or individual schools that relate to community education;
2. a copy of the present board policy governing the rental and use of board facilities by the public;
3. a statement of the plan for initiation or expansion of community education development by the board;
4. a copy of the board's motion indicating its intent to undertake the proposed service or program and the associated costs. The motion should contain the projected costs from January to June 30, 1975.
5. Specific information related to the proposal, for example,
 - a) a comprehensive description of the program(s) or proposed activity;

or

 - b) job descriptions for staff positions involved.
6. a statement of the evaluation procedures which the board will use in connection with its community education development described in (5) above.

Note: Costs normally associated with plant maintenance and operation are not eligible for purposes of this grant.

If a board receives approval of its application for grant:

- a) the Ministry of Education will provide a representative who will be available for assistance and advice, and who will report to the Ministry on the development of the approved community education service;
- b) the board will be responsible for presenting to the Ministry, at intervals of approximately four months, a statement dealing with the current status of the undertaking for which the board has received Ministry funds;
- c) the board will be entitled to apply for extension of the grant for one year after June 30, 1975.

November 1, 1974.

REMARKS BY: HONOURABLE THOMAS L. WELLS
MINISTER OF EDUCATION, ONTARIO

TO: ONTARIO COMMUNITIES AND SCHOOLS
CONFERENCE
LONDON, ONTARIO

OCTOBER 30, 1974

Ladies and gentlemen, I am not here tonight to speak to you in theoretical or idealistic terms. I do not believe that the interaction of school and community is a complicated thing -- or need be a complicated thing -- and I truly believe that all of us should be on guard to prevent such terms as "community school" or "community education" from taking on the trappings of a new cult.

The school should be in the community -- and the community should be in the school. To me, that is what we are talking about.

A while ago, an acquaintance of mine spent some time looking into the community school idea on his own. He told me later that it would probably be very difficult to implement a community school concept, for a variety of reasons.

But the big reason, according to him, was that everybody has a different definition of community school -- and that there were obvious differences in approach to the community school idea depending on whether you are a member of a community group, a teacher, a school administrator, a recreation official or a government person.

But he found that ordinary citizens find the need simple to express. They want to feel free to go into the local school without too much fuss, and to gain a better understanding of the school's education program. They want to engage in various activities with their neighbours, or maybe share an hour with their son or daughter in the library resource centre, perhaps during the daytime or maybe in the evening.

No, let us not fall into the trap of talking about abstract concepts when reality is very much closer to the ground.

This is neither a new cult nor a new concept. This is a realism that has always existed in Ontario, to varying degrees, though obviously it can stand some bolstering and strengthening in today's society.

Just as an example, I recently saw "community education" described as

"A developmental process by which members of a community learn to act together to identify specific community needs or problems, and seek out resources or solutions related to them".

To quote further:

"A major objective of a community education program is to provide for maximum participation in the planning, organization and development of total community resources.

Community education concerns itself with the sum total of human and physical resources in any community, and the use of these resources to satisfy the needs perceived by the community".

There is no argument to these statements. They are very perceptive, in fact. What worries me as a parent, and as Minister of Education, is that the people we wish to serve will not know what we are talking about. And it is important that they do know.

My own view is that we should stop talking philosophy -- surely we can take that for granted -- and get down to basics on talking about how we can get men and women and boys and girls -- complete families -- in a given neighbourhood involved with themselves and involved with their neighbourhood school -- and PERHAPS the two shall meet.

Above all, let us not fall into the trap of thinking that we can look at a neighbourhood and decree that the people there have needs -- and that we can help satisfy those needs, regardless of whether the people involved even know that they have needs.

That kind of approach to the community-school idea is as ill-fated as it is presumptuous in the extreme.

No. I prefer to stick to the simple idea of a school as a community centre of sorts -- relative to the interest and enthusiasm and wishes and aspirations that exist or can be engendered among people living in the neighbourhood served by the school.

For certain, much can be done to inform the citizens of any given neighbourhood of services provided at their local school -- whether such services are educational, recreational, social or otherwise. And much more can be done to rally community interest and support for new programs in the school neighbourhood.

Whether or not the local neighbourhood school is necessarily the ideal location for such activities depends on the local individual circumstance. But let us assume so, for the purposes of this conference at least.

For a few moments, I would like to revert to some generalizations -- some broad statements of objectives which I believe exemplify our concept of community school programs and the extended use of school facilities.

Specifically, the Ministry of Education supports

-- One, - programs and projects that encourage individuals or groups to use their schools.

-- Two, - programs and projects that encourage schools to use their communities as a rich learning experience.

-- Three, - activities that extend the school as a cultural, social and learning centre in the neighbourhood for people of all ages.

-- Four, - we support and encourage the involvement and co-operation of other people - oriented agencies in the local neighbourhood, such as the municipal recreation department, social services department, the local Board of Health, the Children's Aid Society, and so on.

Above all, we strongly support the idea of the local neighbourhood school serving as the catalyst towards developing a community identity, a community sense of involvement and spirit -- and a place where men and women can go freely, for whatever purpose, without feeling threatened or out of place.

At the risk of being accused of being overly simplistic, I would like to state the obvious -- that the starting point in developing this kind -- or any kind -- of neighbourhood or community school is the school principal and his staff. No community school policy is worth the paper it is written on if the principal doesn't believe in and reflect a relaxed open-door approach to parents and the public in general.

There are plenty of examples of this in Ontario. But I also must tell you that as I travel around the Province, there is one concern that parents express to me time and time again. It is that they seldom feel completely at home in their children's school.

In some schools, even when they visit on Parents' Night, they have the feeling that the gates have been opened for that evening only -- and "we may see you again in the Spring".

Parents ask why they can't find out more about what and how their children are being taught. They are disappointed if they cannot get anything more than abstract generalizations about the school's educational program.

Now obviously this kind of thing isn't universal, but I believe it is sufficiently widespread to make it a matter of great concern to anyone interested in stimulating community school development -- because to me this is where it all begins.

The principal - teacher - parent relationship, insofar as the educational program is concerned, is all-important. In my opinion, any group or individual interested in community schools should start right there.

Certainly there are many ways to develop the open door policy and take that first giant step towards a community school. One widely-used approach is to develop a volunteer program; in the past year, over 13,000 volunteers have been serving in Ontario elementary schools.

As a means of involving parents in a school's activities, a sincere and flexible volunteer program can work wonders, and lead to much better community rapport and understanding.

Another good idea -- if it is properly organized and carefully nurtured -- is to establish a school-community committee or some such school-based group composed of interested and sincere citizens and teachers, and perhaps representatives of various municipal or public service organizations which serve the neighbourhood.

And, as always, the school principal must be committed, involved and, in many respects, leading the way with enthusiasm and imagination.

This kind of group can get into such things as conducting community surveys to determine interests and needs, identifying community resources (human and otherwise) that might benefit the school's program, or helping to organize a volunteer program.

It could also be involved in discussing adult education opportunities in the area, or particular social, recreational or cultural interests or needs in the neighbourhood.

In any event, one important thing to remember about any school-community committee is that it must be aware of its responsibilities and parameters. There must be a clear understanding that it is advisory only.

The expectations of a group that does not understand this can easily result in resentment, hostilities, or eventual apathy on the part of its members.

I would like to point out that I see no conflict between the role of a school-community committee, attached to a neighbour school, and the role of the elected school board. In no way do the two overlap, nor should they be allowed to. In Ontario today, school boards are doing an excellent job of carrying out their educational responsibilities at the local level.

As I envision a school-community committee, it would complement the school board, not compete with it nor interfere with it.

While I place the open-door policy at the top of my list of essentials for the foundation of a community school, right behind is that well-worn term, community use of school facilities.

Today, most Ontario school boards have policies for community use of schools. In general, schools are used as needed, and there is an increased understanding on the part of educators and citizens that schools should and can be made available to community groups for a wide variety of purposes.

But still, there is a way to go yet, and I trust that community use of schools will continue to grow in Ontario.

To help encourage this, the Ministry of Education has for the past three years made it possible for school boards to isolate their costs related to community use of schools, and class them as supplementary expenditure -- meaning that they need not be subject to the Provincial education spending ceilings.

In 1972, amendment to the Schools Administration Act contained new provisions designed to provide a further major stimulus to the total community use of schools and other public facilities. The amendment made it possible for school boards and municipal authorities to work out agreements to share costs through jointly planning, building and operating facilities for recreational, cultural, educational, administrative or other community purposes.

We believe that this will continue to result in a better use of school and community facilities, and help bring the concept of the school as a focus for varied community activity close to being a province-wide reality.

Prior to 1972, numerous school boards and local agencies had developed policies and procedures to ensure the availability of their facilities to each other and to community groups. These arrangements show the spirit of co-operation and service which can exist when it comes to providing and sharing resources.

The kinds of agreements which have been developed vary according to local understanding, situation and need. This variety is reflected in the form and content of many agreements and statements.

The Hastings County Board of Education policy, for example, reflects the direction of many boards in its straightforward statements about the actual use of facilities and the terms and conditions under which specifically categorized agencies and groups may obtain such use.

Here in London, of course, we still see the benefits of one of Ontario's early agreements for reciprocal use of facilities and provision of service. I refer to the agreement between the London Board and the City of London Public Utilities Commission, of which the local parks and recreation authority is a component.

Another such agreement which illustrates the partnership aspects of facility and human resource use is the agreement between the school board and the municipal council in Etobicoke.

And there are many other examples.

All of these developments have had a positive influence on the increasing use of the school plant as a total community facility all across Ontario.

Today, there is another trend under way that will have an additional influence on this matter. It is the declining school enrolment trend which has developed as a result of a greatly-reduced birth rate.

The decline at the elementary school level is already quite marked, and will likely continue for at least another 10 years. In the 1970s, we will also see this trend hit the secondary schools.

One of the effects of this will be -- in fact, is -- that in a great many schools, some classrooms and other facilities will not be needed for regular daytime educational purposes. In other words, opportunities for daytime use of even regular classrooms for other purposes will in many cases be greatly increased.

Here let me say that it is the clearly-stated policy of the Ontario Government that first claim on unused school facilities must lie with other school boards serving the same or adjacent jurisdiction. For example, if a significant portion of a particular public school became vacant, and if the Roman Catholic separate school board serving the same area needed additional classroom space, then arrangements should be worked out between the two boards to share, lease or sell the facilities.

The converse is also true, of course -- and also with boards serving adjacent jurisdictions.

Difficult as it seems to be to work out these arrangements, it is only common sense. After all, we are talking about how to make the most efficient use of the public's money.

However, after this priority has been met, there will still be many schools that will have vacant classrooms through the 1970s and beyond. A number of boards are today considering the possibility of renting such space to community organizations.

This idea may well provide excellent insurance to school boards -- in that as one generation replaces another within a neighbourhood, the school will still be there if enrolment rises again.

In many, if not most cases, an integral part of the community school idea is the fact that there should be much more cooperation between schools and other service agencies which serve a community. These can range from recreation people to social and health workers, and can involve levels of cooperation ranging from sharing facilities in a school to just plain increased dialogue and coordination. Through this, everyone in the community can benefit and life can be enriched.

Any way you look at it, more integration of people-oriented -- perhaps child-oriented -- services makes eminent good sense. For one thing, a school and another service agency may be trying to help the same people, often in total isolation from each other. Both may be trying to assist with identical citizen requests and answer similar needs.

If we can get around the bureaucratic red tape problems -- and we should be able to do that -- we should certainly be able to increase the cooperation and rapport between schools and other social agencies.

In places where this has not been developed, it is not the simplest of challenges to try to nurture it. Impossible as it is to legislate this kind of interaction between people -- even though interests are similar -- we are going to try to help it along ... and I will mention this further in a few moments.

This kind of dialogue has been greatly improved at Queen's Park through the establishment of the Social Development Policy Committee of Cabinet. In the past few years, there has been a significant increase in cooperation and communication among the personnel of four people-oriented Ministries -- Community and Social Services, Colleges and Universities, Health and Education, as well as the Youth Secretariat and the Manpower Secretariat. The new structure has provided a very effective vehicle for coordination and integration at the Provincial level.

Before concluding, let me make the point that attitudes are becoming more and more favourable towards increasing the kinds of school-community interaction that I have been talking about. There are numerous examples throughout this Province.

You can think of schools like Holy Rosary in Windsor, Chartland in Scarborough, Flemington Road in North York, Maple Grove in Lincoln County, Kensington in downtown Toronto, Sister Mary Clare and Grandview Gardens in Sault Ste. Marie, or Lord Elgin Secondary in Burlington.

....The list goes on, and I'm sure that some of you have been making a mental list of your own as I have mentioned these few examples. The interesting thing to note is the diversity and scope of activities which these and other schools reflect in the efforts to increase school-community interaction.

Tonight I want to indicate to you a six-point policy regarding community schools. It may surprise you, but this is a statement that I believe is clear-cut, simple and uncomplicated.

It is people-oriented, not administration-oriented. It is geared to school principals, to school boards and to citizens primarily. It is designed, quite simple, to stimulate the kind of community school idea that I have been talking about in general terms.

Let me again state the obvious. We can't legislate the kind of cooperation and neighbourhood involvement I have been talking about. Participants make a program. A governmental wave of the hand -- or

an administrative structure -- does not. Money can help, but it's not the major factor that makes the difference.

Community involvement and the benefits that can be derived from it cannot be bought or legislated.

If we can start from that premise, let me outline a six-point program which the Ministry of Education will implement beginning immediately.

Number One, we will create a Community Schools Unit within the Ministry of Education. There will be a small staff at the central office at Queen's Park. In addition, a Community Education Officer will be designated within all nine of our regional offices throughout the Province.

These people will not be administrators so much as resource persons -- they will be idea people who will be out in the schools, working at the grassroots level where the action should be.

The Community Schools Unit will be backed up by an Advisory Committee which will include representatives of provincial organizations concerned with education, recreation and community affairs. The Committee's main purpose will be to ensure that we have first-hand knowledge and expertise at our disposal, and that cooperation, coordination and advice are at a maximum.

Number Two, the Ministry of Education will provide backing to school boards who really want to get serious about community schools, or try the idea on for size. Boards of education and Roman Catholic Separate School Boards will be able to submit specific proposals for new or expanded programs, including staff needs that might be involved.

For the remainder of the present school year, 1974-75, we will support boards to a maximum of \$10,000 per approved project. We will be mailing details of this plan immediately to school boards, so that proposals can be submitted by the end of December.

The same program will be continued throughout the 1975-76 school year. Proposals should be submitted by the end of May 1975 for programs intended for the 1975-76 year.

Number Three, we will soon initiate a project to produce a practical handbook of facts, ideas and examples related to community schools. This handbook will serve a dual function, hopefully, in serving to inform and stimulate both school principals and their staffs and interested citizens.

It will be given very widespread distribution, because I think it can go a long way to increase understanding of the exciting possibilities of community school programs.

Number Four, we will continue to allow school boards to classify their expenditures related to community use of school facilities as being outside the education spending ceilings.

Number Five, we will officially and strongly support the idea of full community use of school facilities after regular school hours. As well, we support the community use of vacant school facilities during the school hours where appropriate, provided that other school boards do not require the space.

Number Six, we will officially and strongly urge school boards to examine their procedures and policies related to their liaison and cooperation with other agencies serving the community -- with a view to improving the lines of communication.

These are the six essential ingredients in this first phase of an active plan to encourage the development of the community school idea all across Ontario. I believe that they will work, although the human element, as always, will be the deciding factor.

I cannot stress too strongly that there will be no one pattern for community schools that will emerge. There will be different rates of development, different ways of operating, and different directions taken.

People may have to reassess objectives and priorities. Some new relationships may have to be developed. In many instances, new services need not be developed -- but rather existing ones integrated and used more effectively.

And we are not talking about building new schools and new facilities to accommodate community school programs. New buildings need not be built, but rather existing ones used for some new purposes in some new ways.

I would like to close tonight with two very brief quotations -- both of which are about seven years old.

The first is from a 1968 magazine article written by Marshall McLuhan. He said:

"The walls between school and world will continue to blur. Already it is becoming

clear that the main work of the future will be in education -- and that people will not so much earn a living as learn a living. The school experience can well become so rich and compelling that there will be no drop-outs, only determined drop-ins".

The second quotation is from a speech in 1968 by Thomas Wells, a Minister Without Portfolio in the Ontario Cabinet. He said:

"If the individual in today's society is to experience the satisfaction of personal growth and development, all available community resources must be channelled to this end. This is one of our major needs, especially in our urban areas where the community school concept can help lick the problems of life in a large city".

Thank you very much.

The Select Committee on the Utilization of Educational Facilities
Final Report

Appendix B

■ Text of:

Memorandum 1974:B2 from the Ministry of Education to Directors of Education and Superintendents of Separate Schools. Re: Approval to sell, lease or otherwise dispose of a school building.



MEMORANDUM TO: DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS

RE: APPROVAL TO SELL, LEASE OR OTHERWISE
DISPOSE OF A SCHOOL BUILDING

The purpose of this memorandum is to establish a procedure whereby a board may apply for approval of the Minister to sell, lease or otherwise dispose of a school building, as required by Section 2 of Bill 212, an Act to amend The Schools Administration Act.

2. "The said Act is amended by adding thereto the following section:

62.-(1) Notwithstanding any general or special Act, including The Metropolitan Separate School Board Act, 1953, a board shall not sell, lease or otherwise dispose of a building or part thereof other than to another board unless, in addition to any other approval that may be required, the board has obtained the approval of the Minister.

(2) Subsection 1 does not apply to the use of a building or part thereof pursuant to an agreement under section 36a or, where a building or part thereof is in use as a school, to the use of the building or part for any purpose that does not interfere with the proper conduct of the school."

A school building or part thereof is defined as a building constructed for school purposes that does or originally did contain classroom accommodation, excluding unit portable classrooms.

(a) Where a school building or part thereof is sold, conveyed or leased to another school board, the approval of the Minister is not required. The selling board will, of course, be subject to the normal procedures regarding reductions in recognized extraordinary expenditures as outlined in Appendix 13 of the Capital Grant Plan. The purchasing board may submit an application for grant consideration to the Ministry on Form M602 for purchase of the site and on Form 15 for purchase of the school building.

(over)

(b) Where a school building or part thereof, as defined in this memorandum, is to be sold, leased or otherwise disposed of, and not to another school board, application for approval is to be made in writing to the Minister, through the appropriate Regional Office. The application will include statements and supporting data to the effect that:

- (i) the Board will not require additional accommodation to replace that under consideration in the attendance area of the school within ten years of the date of disposal, except in cases where approval has been given for the replacement of facilities because of obsolescence or a centralization program resulting in a surplus of school buildings;
- (ii) the school building is not required by another board for learning purposes.

(c) Where a school building or part thereof is not required by another school board, the approval of the Minister will not be given unless evidence is submitted that the building has been offered in writing to the following, in succession:

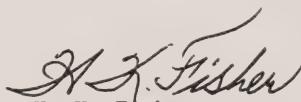
- (i) any publicly supported post-secondary institutions which might be interested, with first right of refusal, then to
- (ii) the municipality where the building is located or a local board thereof as defined in the Municipal Affairs Act,
- (iii) Conservation Authorities; Provincial and Federal Governments or authorities established by them,

at a reasonable price based upon a fair market value in the case of a sale including the land, or at the going rate if a lease arrangement is negotiated. Should the two bodies be unable to arrive at a mutually acceptable price, the Minister will establish a procedure by which the sale price will be determined. Refusal to purchase and refusal to sell will remain the prerogative of each party.

(over)

If after offering the building to the bodies referred to in (c) (i), (ii) and (iii), the Board receives no written response within a 3 month period from the date of offer, or a refusal of the offer, it may, with the approval of the Minister, dispose of the building through the process of public tender as set forth in Appendix 13, Paragraph 2(3) of the Capital Grant Plan.

In reviewing its position regarding the sale of a school site, the attention of the Board is drawn to the procedures set forth in Appendix 14 of the Capital Grant Plan.



H. K. Fisher
Assistant Deputy minister.

January 31, 1974

c.c. Regional Directors of Education
Regional Business Administrators

The Select Committee on the Utilization of Educational Facilities
Final Report

Appendix C

■Text of:

Memorandum 1972-73:23 from the Ministry of Education to the Regional Directors of Education, Directors of Education, Superintendents of Separate Schools and School Principals Re: The New School Year Policy.



Ministry of Education, Ontario

1972-73: 23

Mowat Block Queen's Park
Toronto
Ontario
M7A 1L2

15,500

MEMORANDUM TO: REGIONAL DIRECTORS OF EDUCATION
DIRECTORS OF EDUCATION
SUPERINTENDENTS OF SEPARATE SCHOOLS
SCHOOL PRINCIPALS

RE: 1. THE NEW SCHOOL YEAR POLICY

- (a) THE MODIFIED SCHOOL YEAR PLAN
- (b) THE EXPERIMENTAL SCHOOL YEAR PLAN
- (c) THE TRADITIONAL SCHOOL YEAR PLAN

2. THE REMAINDER OF THE SCHOOL YEAR (JANUARY TO JUNE, 1973)

1. THE NEW SCHOOL YEAR POLICY

Beginning with 1973-74, the policy with respect to the school year will be modified in order to allow school boards increased flexibility in establishing school year calendars for their respective jurisdictions, and to recognize the need for evaluation and preparatory time by teachers.

The new policy follows the basic themes advanced by the Task Force appointed by the Minister last June to study the question of school closing dates and the length and organization of the school year. A limited number of copies of the Task Force Report are available from the Regional Offices of the Ministry.

Three approaches to the determination of the school year 1973-1974 will be possible for school boards.

(a) THE MODIFIED SCHOOL YEAR PLAN

The opening date in September and the closing date in June for elementary and secondary schools will be the same in this plan as presently determined by legislation. The 1973-74 school year will consist of 197 school days. School year calendars to be prepared by school boards and submitted to the appropriate Regional Office of the Ministry by April 30, 1973 will clearly identify the following:

(over)

(i) A minimum of 185 instructional days for all students

An instructional day is defined as a day on which programs (including examinations) are provided by the school for all students. Days on which programs (including examinations) are available for only some of the students and the remaining students are excluded from any program may not be designated as instructional days.

(ii) School Holidays

Current legislation which determines school holidays will apply in this plan with the following exceptions:

The mid-winter break consisting of five consecutive school days may be located at any time during the January - June period of 1974;

Easter Monday and Remembrance Day may be observed as school holidays on the specific dates concerned. If Easter Monday is not observed as a school holiday, a holiday shall be observed at some other time during the school year. If November 11th is a weekday and Remembrance Day is not observed as a school holiday, a holiday shall be observed at some other time during the school year.

Schools will continue to hold meaningful and significant programs in observance of Remembrance Day.

(iii) Additional professional activity days

The school year calendar will indicate additional professional activity days to be designated at any time within the school year for purposes of evaluation, parent and student counselling, curriculum development, and staff development.

(b) THE EXPERIMENTAL SCHOOL YEAR PLAN

School boards may wish to design a school year calendar which moves beyond the outline of The Modified School Year Plan and these will be considered for the school year 1973-1974. Submissions must be in accordance with the procedural guideline which will be available shortly, upon request, from the appropriate Regional Office of the Ministry. A copy of "The Report of the Committee on the Year-Round Use of Schools" accompanies the procedural guideline and will be of aid to boards in the preparation of submissions.

(c) THE TRADITIONAL SCHOOL YEAR PLAN

For the 1973-74 school year, a school board may, if it wishes, continue to operate within a school year calendar similar to that now followed. Boards which so decide should advise the appropriate Regional Office of the Ministry of the decision by April 30, 1973.

2. THE REMAINDER OF THE SCHOOL YEAR (JANUARY TO JUNE, 1973)

Each school board will operate within a school year calendar similar to that now followed, except that, for 1973 only, elementary schools may use a maximum of five school days for professional activities such as parent and student counselling, curriculum development or staff development. The days may be used at any time during January - June, 1973, as approved by the board.

The multi-faceted approach to the determination of the school year policy being proposed at this time will enable all school jurisdictions to make school year planning decisions in keeping with local needs. Over the past few months, the issues concerned have been subjected to exhaustive analysis and discussion. The new policy provides the flexibility which will allow school year planning to evolve to a position which will satisfy the many variables inherent in this complex issue.

February 7, 1973


G. H. Waldrum
Assistant Deputy Minister

The Select Committee on the Utilization of Educational Facilities
Final Report

Appendix D

■ Reference Lists:

1. Bibliography — Canadian and Ontario Reports on Year-Round Use and Year-Round Educational Programs.

Interim Report Number Two (December 1973) dealt in some detail with the question of year-round use of facilities and the development of year-round educational programs. The following list of reports were used in the preparation of that report:

- A Choice of Futures: Report of the Commission on Educational Planning, Province of Alberta. 1971.
- A Comparative Analysis of University Calendar Systems. A Brief by the Council of Ontario Universities to the Ontario Committee on University Affairs. October 1971.
- The Extended School Year. Torsten H. Schmid. Educational Research Institute of B.C. June 1971.
- Organization of the Academic Year. A Study prepared for the Commission on Post-Secondary Education in Ontario. December 1971.
- Report of the Committee on Continuous School Year. School District # 37, Delta, B.C. September 1971.
- Report of the Committee on Year-Round Use of Schools. Ministry of Education, Ontario. November 1972.
- Report of the Task Force on the School Year. Ministry of Education, Ontario. September 1972.
- Rescheduling the School Year. Terence R. MacKague and Glen H. Penner, Saskatoon. January 1971.
- School Year Modification Study. Dr. Melvin R. Fenske, Department of Education, Alberta. July 1971.
- 245 Days: Report of the Extended School Year Committee. Ontario Secondary School Teachers' Federation, Toronto. 1972.

2. Open Education — Some Approaches.

Interim Report Number Three (July 1974) dealt in some detail with the question of open education in Ontario. Part of that study was devoted to a description of some of the approaches that have been undertaken in the United States and Britain, to meet the challenge of opening

up opportunities for education. In addition, a number of proposals for related projects in Canada were described. The following list of projects were outlined in that report.

Britain

- The Open University.

U.S.A.

- Empire State College, State University of New York.
- University Without Walls, Union of Experimenting Colleges and Universities, Antioch, Ohio.
- Minnesota Metropolitan State College.
- University College, The University of Minnesota.
 - Living-Learning Centre.
 - University Without Walls.
 - Experimental College.

Canada

- Alberta Academy — proposed in A Choice of Futures Report: The Commission on Educational Planning, Province of Alberta. 1971.
- Community College System for Saskatchewan — proposed by the Minister of Continuing Education's Advisory Committee on Community Colleges. 1972.
- Saskmedia — proposed in a 1973 report prepared for the Department of Continuing Education, Saskatchewan.
- Open Academy of Ontario — proposed in The Learning Society, the report of the Commission on Post-Secondary Education in Ontario. 1972.

In addition, the proposals of the report of the Task Force on Post-Secondary Education in Manitoba and Athabasca University should be mentioned in relation to the development of Open Education in Canada.

**The Select Committee on the Utilization of Educational Facilities
Final Report**

Appendix E

■ Hearings and Public Meetings

January 26, 1972 Queen's Park Toronto	Hon. John White, Minister of University Affairs. Hon. Robert C. Welch, Minister of Education. W. W. Coulthard, Chairman, Task Force on the Community Involvement in Schools, Department of Education.
	R. J. Stirling, Chairman, Task Force to Study Joint-Occupancy Use for Schools, Department of Education.
	George Waldrum, Chairman, Task Force on the Year-Round Use of Schools, Department of Education.
January 27, 1972 Queen's Park, Toronto	A. P. Gordon, Assistant Deputy Minister, Department of University Affairs. J. D. McCullough, Capital Support Branch, Department of University Affairs.
	Don Garvie, Youth and Recreation Branch, Department of Education.
	Shannon Rowe, Youth and Recreation Branch, Department of Education.
February 2, 1972 Civic Auditorium, Oshawa	Central Ontario Joint Planning Board, William F. H. McAdams, Director of Planning. Durham College of Applied Arts & Technology. Dr. G. E. Willey, President.
	Ontario County Board of Education. S. E. Lovell, Trustee; K. D. Munroe, Director of Education.

February 2, 1972
Civic Auditorium,
Oshawa

Public Meeting:

Ontario County Roman Catholic Separate School
Board.
E. J. Finan, Superintendent of Separate Schools.

Oshawa Recreation Department.
W. M. Brewster, Director of Recreation;
A. G. Nelson, Assistant Director.

Traveliner Company Limited, Ajax.
E. S. Kolodzie, Vice-President, Administration.

Tony Peleshok, Oshawa.

Peter Cekuta, Oshawa.

Lakeview Tenants Association, Oshawa.

Dr. G. B. Doherty, Oshawa.

Paul Jakewitz, Oshawa.

February 3, 1972
Queen's Park,
Toronto

Public Meeting:

Robert Orr, Trustee,
Toronto Board of Education.

North York Education and Community Council.
Mrs. J. R. Baldwin, President.

Wayland Research Company, Toronto.
James Gillen.

Recorder Players Society, Toronto.
Miss K. Baikie, Secretary.

Canadian Amateur Musicians, Southern Ontario
Branch.
Martyn Rice, Vice-President.

Association for Early Childhood Education, North
York.
Mrs. A. Scott-Anthony;
Mrs. E. Tremain.

Barbara Mahler

The Association for Part-Time Undergraduate
Students, University of Toronto.
Miss Susan Geason.

Gordon Cressy, Trustee,
Toronto Board of Education.

Community Consultant Services, Toronto.

East York Federation of Residents and Ratepayers
Associations.
Roy Brigham.

P. Lalonde, Toronto.

Mrs. Fiona Nelson, Trustee,
Toronto Board of Education.

Dennis Colby, Toronto.

Ontario Association for Continuing Education.
Arthur Bullied.

February 8, 1972
Mohawk College,
Hamilton

Mohawk College of Applied Arts and Technology.

Meeting with:

S. Mittminger, President, and members of the
College faculty and administration.

February 9, 1972
Education Centre,
Hamilton

Public Meeting:

Wentworth County Roman Catholic Separate School
Board.
Mrs. Ratigan, Trustee.

Lincoln County Board of Education.
G. Allan, Director of Education.

Class 2K, Orchard Park Secondary School,
Stoney Creek.
Miss Wendy Spoelstra;
Peter Moore.
Family Service Agency of Hamilton.

District 36, Ontario Secondary School Teachers Federation, Hamilton.
Jack Armitage.

Vincent Community Council, Hamilton.

Groups for Equal Rights, McMaster University.
Dr. Joan Canby.

W. Hart, Hamilton.

South Delta Community Council, Hamilton.

Hamilton and District Council of Parent Participation Preschools.
Mrs. R. J. Meyer, Chairman.

Victoria Park North West Community Organization,
Hamilton.

Professor G. P. Means, McMaster University.

Kenora Park Tenants Association,
Hamilton.

E. Canby, Hamilton.

February 10, 1972
Board of Education
Offices,
St. Catharines

Lincoln County Roman Catholic Separate School Board.
J. Skehin, Superintendent of Separate Schools.

Brock University.
Dr. A. J. Earp, Acting President.

February 15, 1972
Fort William Collegiate

Public Meeting:

Confederation College of Applied Arts and Technology.

City of Thunder Bay Parks and Recreation Department.

Residents of Thunder Bay who are handicapped and others in the community who are concerned with their problems.
H. J. Parker.

Lakehead District Roman Catholic Separate School Board.

Lakehead Board of Education

Thunder Bay Public Library.
Mr. P. K. Mutchler, Chief Librarian.

Ontario Municipal Recreation Association,
Thunder Bay.
James Aris;
T. R. Axelson.

Thunder Bay Electronics Limited.

Black Bay Community School.

Dr. L. E. Hastings, Thunder Bay.

Association for Early Childhood Education, Ontario:
Thunder Bay Branch.
Mrs. Ingrid Groom, President.

Sir John A. MacDonald Community School.

Northwood Community Association.
David Douglas.

February 16, 1972
District High School.
Red Lake

February 17, 1972
King George VI School.
Kenora

Red Lake Board of Education.

Public Meeting:

Kenora Board of Education.

J. A. Fraser, Kenora.

R. Freestone, Kenora.

Dryden & Sioux Lookout Board of Education.

February 22, 1972
Lambton Central CVI.
Petrolia

Lambton County Roman Catholic Separate School
Board.
J. Pace.

Lambton County Board of Education.
W. McClean.

Dawn Central School.
A. B. Catton, Principal.

February 22, 1972
Lambton College,
Sarnia

Public Meeting:

Lambton College of Applied Arts and Technology.
G. M. Delgrossio, President.

Lambton County Library Board,
Ron Baker, County Librarian.

Bob Jerome, Sarnia.

February 23, 1972
Board of Education
Offices, Chatham

Kent County Board of Education.
Dr. J. Button, Chairman.

Kent County Roman Catholic Separate School Board.
W. Neff, Chairman.

February 23, 1972
City Hall, Chatham

Public Meeting:

Chatham Young Men's Christian Association.
Lloyd Weltham

February 24, 1972
Board of Education
Offices, Windsor

Board of Trustees of the Roman Catholic Schools
for the city of Windsor.
J. F. Johnston, Superintendent of Separate Schools

Board of Education for the city of Windsor.
C. R. MacLeod, Director of Education.

February 24, 1972
Board of Education
Offices, Windsor

Public Meeting:

Windsor Elementary School Principals' Association.
Jim Buchanan.

Essex County Board of Education.
P. Vander Voort, Assistant Superintendent.

University of Windsor.
F. A. Demarco, President.

United Auto Workers.
A. Paulick.

Windsor Roman Catholic Separate School Board.

Windsor Board of Education.

Windsor Parks and Recreation.

Football and Soccer Referees' Association.

March 21, 1972
Lisgar Collegiate,
Ottawa

Windsor Public Library Board.
Mrs. Markovitch.

Parents' Committee of the Lasalle District Girl
Guides of Canada.
Mrs. Loretta Menard.

C. J. Barry Kentner, Windsor.

Ernest Kelso, Jr., Windsor.

Public Meeting:

Ottawa Board of Education.
J. R. McNeill, Assistant Superintendent of
Programming.

Algonquin College of Applied Arts and Technology.
G. B. Maher, President.

University of Ottawa.
Dr. Roger Guindon, O.M.I., Rector.

Ottawa Boys Club.
B. Muzeen.

Almonte and Area Committee for Continuing
Learning.
E. Wilson, Treasurer.

Carleton Board of Education.
Mrs. J. R. McIntosh, Chairman.

Corporation of the City of Ottawa Parks and
Recreation Department.

Gloucester Community Council.
Dr. D. Stewart.

Rothwell United Church School.
E. Leftly, General Superintendent.

Beacon Hill North Community Association.
Mrs. E. Garfinkle.

March 23, 1972
Don Mills Collegiate,
North York

Public Meeting:

Borough of North York Parks and Recreation
Department.
T. O'Connor.

E. N. Kedoury, P. Eng., Toronto.

Mrs. Claire L. McLaughlin.

July 24, 1972
King George V. Public
School,
Sault Ste. Marie

Public Meeting:

Sault Ste. Marie Roman Catholic Separate School
Board.
Ray Soltys, Business Administrator.

Community Services Board of Sault Ste. Marie.
William J. Reed, Chairman;
James Maxwell, Director.

Allied Arts Council of Sault Ste. Marie.
H. Tolley, President;
Paul D. Freedman, Managing Director.

Sault Ste. Marie Board of Education.

F. Orchard, Sault Ste. Marie.

Boy Scouts Regional Council.
H. Logan.

John Rhodes, M.P.P. (Sault Ste. Marie).

L. Fraser, Sault Ste. Marie.

July 25, 1972
Sudbury High School,
Sudbury

Public Meeting:

Sudbury Board of Education.
E. Chekeris, Chairman;
W. Roman, Superintendent of Student Services.

Le Conseil des Ecoles Separées Catholiques du
District de Sudbury.
Emile Guy, Assistant Superintendent.

Laurentian University.
B. Roland, Director of Public Relations.

Cambrian College of Applied Arts and Technology.
J. Koski, President.

July 27, 1972
Chippewa Secondary
School, North Bay

Public Meeting:

Nipissing District Roman Catholic Separate School
Board.

A. J. Rivet, Chairman;
G. N. Houle, Superintendent of Separate Schools.

North Bay Department of Parks and Recreation.
S. Jacks, Director.

Nipissing Board of Education.
Edward Monkman, Director of Education.

B. Weiser, North Bay Chamber of Commerce.

Dr. M. Hewgill, Principal,
Cambrian College of Applied Arts,
North Bay campus.

Mr. R. S. Smith, M.P.P. (Nipissing).

July 28, 1972
Ellis Hall,
Queen's University,
Kingston

Public Meeting:

St. Lawrence College of Applied Arts and
Technology.
W. W. Cruden, President.

Frontenac County Board of Education.
J. B. Slack, Director of Education.

M. McLean, National Farmers' Union.

E. Turner, Kingston.

L. Easterbrook, Kingston.

August 1, 1972
Centennial Secondary
School, Belleville

Public Meeting:

Lennox and Addington County Board of Education.
A. Medd, Trustee.

City of Belleville Recreation-Arena Committee.
Mrs. J. Guthrie, Vice-Chairman.

Mr. R. Scott, Mayor of Belleville.

Ontario Chapter, Association of Canadian
Commercial Colleges.
Mrs. O. A. Brown, Legislative Chairman.

Hastings County Board of Education.
D. Williams, Chairman;
E. Runacres, Director of Education.

Belleville Family Young Men's Christian Association.
D. G. Diamantides, General Secretary.

Prince Edward County Board of Education.
J. Plomer, Chairman.

Quite Arts Council.
Mr. M. Koechlin.

George Przybylowski, Toronto.

United Community Services Board of Belleville.
Isadore Cooperman.

Hastings-Prince Edward County Roman Catholic
Separate School Board.
E. Neville, Superintendent of Separate Schools.

Loyalist College of Applied Arts and Technology.
Mr. P. King.

August 2, 1972
Trent University,
Peterborough

Public Meeting:

Lift-Lock Square Dance Club.
D. A. Johnstone, Past-President.

Northumberland and Durham County Board of
Education.
R. E. Eakins, Chairman.

Sir Sandford Fleming College of Applied Arts and
Technology.
D. B. Sutherland, President.

Peterborough County Board of Education.

M. T. Mason, Trustee, Peterborough County Board
of Education.

Professor Walter Pitman, Trent University.

S. Downe, Trustee, Northumberland and Durham
County Board of Education.

M. McGarrity, Trustee,
Peterborough-Northumberland-Durham County
Roman Catholic Separate School Board.

August 3, 1972
Burnhamthorpe
Collegiate, Etobicoke

Public Meeting:

Board of Education for the Borough of Etobicoke.
Paul Buddenhagen, Superintendent of
Administration and Personnel.

The Etobicoke Region of the Young Men's Christian
Association of Metropolitan Toronto.
George Glover, Regional Director.

Borough of Etobicoke Parks and Recreation Services
Department.
Thomas J. Riley, Commissioner.

Ontario Movers Association, Rexdale.
W. Cain.

Ontario Education Week Committee.
Hugh M. Griggs, Chairman.

Borough of Etobicoke Public Library Board.
T. H. Goudge, Chairman.

Parents Without Partners, Inc.
Mrs. June Martin, Weston.

Secondary School Research, Weston.
Robert McMaster.

T. Grier, Etobicoke.

A. Marquette, Etobicoke.

K. Lopez, Trustee, Board of Education for the
Borough of Etobicoke.

C. Fiaschetti, Etobicoke.

August 21, 1972
Orillia District CVI,
Orillia

Public Meeting:

Orillia Parks, Community Centres and Recreation
Commission.
Dr. Williams:
Don Shave, Director of Recreation.

August 22, 1972
Public Library and Art
Museum, London

Public Meeting:

University of Western Ontario.
Dr. D. C. Williams, President.

Fanshawe College of Applied Arts and Technology.

Dr. J. A. Colvin, President;
W. J. Pillsworth, Director of Community Services.

London Public Utilities Commission Recreation
Department.
J. Casburn, Deputy Director of Recreation.

Middlesex County Roman Catholic Separate School
Board.
K. J. Regan, Superintendent of Separate Schools.

Lorne Avenue Community Council.
A. F. McGhee, Community School Leader.

Hamilton Road Area Council.
John Nelson.

Board of Education for the City of London.
J. N. Given, Director of Education.

South Collegiate and Tecumseh School Area,
London.
Mrs. Gloria Jenner.

London Institute for Supervised Pastoral Education.

Broughdale Ratepayers' Association, London.
Mrs. C. A. Holsworth, Secretary.

London Public Library Board.
C. D. Kent, Director.

Mrs. W. Bolton, Trustee, London.

August 23, 1972
Eastwood Collegiate,
Kitchener.

Public Meeting:

S. Gellatly, University of Waterloo.

Waterloo County Roman Catholic Separate School
Board.
Lance Bisch.

Waterloo Lutheran University.
Colin McKay, Director of Educational Services.

Waterloo County Board of Education.
E. N. Boich, Area Superintendent.

Stratford Recreation Committee.
James Linton, Deputy Director of Recreation.

Kitchener Parks and Recreation Commission.
J. Such.

Midwestern Regional Library System.
E. S. Beacock, Director.

Kitchener Public Library Board.
Grant Irwin.

Perth County Board of Education.

Mrs. Iris Scharer, Waterloo.

Lakeshore Village Community Association, Waterloo.
Mrs. E. M. Belanger, Secretary.

W. E. Thompson, Director of Planning,
Kitchener.

Forest Heights Community Association, Kitchener.
W. Crest.

Mrs. Hopkins, Kitchener.

Mr. McCormick, Kitchener.

Waterloo Public Library Board.
W. Moyer.

Laurentian Hills Community Association.
J. Budd.

James Breithaupt, M.P.P. (Kitchener).

August 24, 1972
University of Guelph.
Guelph

Wellington County Roman Catholic Separate School
Board.
J. A. Hourigan, Chairman.

Wellington County Board of Education.
B. Truscott, Chairman;
A. P. Hanwell, Director of Education.

His Worship Mayor Norman Jary.
City of Guelph.

Local 256, Canadian Union of Public Employees.
A. Blanchette.

Guelph Public Library Board.
J. Snell.

	Guelph Community Service Council. Miss N. Morris.
	Community Church Council, Guelph. A. Pope.
August 25, 1972 School Board Offices, Toronto	Metropolitan Separate School Board. Meeting with J. A. Marrese, Chairman, and members of the Board and its staff.
August 25, 1972 Scarborough College, Scarborough	Public Meeting: Board of Education for the Borough of York. Dr. R. J. Christie, Chairman. York University. W. W. Small, Vice-President. Centennial Community and Recreation Association. R. D. Colling. Mrs. Susan Phillips, Toronto. Rueben Lando, Centennial College of Applied Arts and Technology. Pollution Probe, Scarborough. Leonard W. Steele, Executive Administrator. Board of Education for the Borough of Scarborough. James A. French, Chairman. Borough of Scarborough Recreation and Parks Department. Jack Keay, Commissioner. Dr. Stackhouse, Trustee, Scarborough.
November 6, 1972 Board of Education Offices, Mississauga	Peel County Board of Education. Meeting with members of the Board and its staff.
November 6, 1972 Cawthra Park Secondary School, Mississauga.	Public Meeting: Oakville Symphony Orchestra. L. Copestick, President. Mr. Rudy Bos, Trustee. Peel County Board of Education.

Town of Mississauga Recreation and Parks
Department.
W. Gerald Love, Superintendent of Recreation.

Day Care Action Committee,
South Peel Branch,
Canadian Mental Health Association.
Mrs. Brita Olson.

Facilities Committee,
Physical Education Teachers' Association,
Peel County Board of Education.
Gary Ewart.

Dr. E. H. Humphreys, Associate Professor,
Ontario Institute for Studies in Education.

Boy Scouts of Canada, Mississauga.
Gordon Clark.

Mississauga Junior Badminton Association.
Don Rodgerston.

Chinguacousy Township Parks and Recreation
Department.
Don Gordon.

Matthew Graslock, Mississauga.

R. Hiltz, Mississauga.

November 9, 1972
Ontario School for the
Blind,
Brantford.

Ontario School for the Blind.

Meeting with Mr. George Whetstone,
members of the staff and students of the school.

November 9, 1972
Brockton High School,
Toronto

Public Meeting:

Board of Education for the City of Toronto.
Mrs. Judith Jordan, Vice-Chairman;
H. G. Facey, Comptroller of Buildings and Plant.

Raymond Bellanger, Toronto.

York County Board of Education.
Marvin Hunter, Chairman.

Toronto Teachers' Federation.
Paul Brisley.

Metropolitan Toronto Committee of the Communist Party of Canada.
Nelson Clarke.

Ontario Division and Educational Institutes Co-ordinating Committee,
Canadian Union of Public Employees.
P. Huggett;
K. Factor.

Metro Community Media.
John F. Biggs.

Community Use of Schools Committee,
North York Education and Community Council.
Mrs. Beverly Gray, Chairman.

Department of Physical Education and Athletics,
York University.
Dr. Bryce Taylor.

Students' International Meditation Society, Toronto.
Fraser Peel;
Mrs. E. Syrett.

Seneca College of Applied Arts and Technology,
Roger Huxtable.

Ontario Track and Field Council, Toronto.
C. Pickard.

S. Jaffrey, Toronto.

November 16, 1972
Mowat Block, Toronto

Meeting with Don Garvie,
Community Education Officer,
Ministry of Education.

November 29, 1972
Queen's Park, Toronto

Ontario Association of Architects.

Meeting with:

Wilfred Lamb, President;
Alexander Leman, Vice-President;
Harry Kohl, Treasurer; and
Brian Parks, Executive Director.

December 6, 1972
Queen's Park, Toronto

Young Men's Christian Association of Metropolitan Toronto.

Meeting with:

E. B. Griffith, President;
Norman Aspin, Vice-President;
J. G. Westway, Vice-President;
H. J. D. Labatte, Executive Director;
D. A. McClelland, Director of Program Development;
and
W. Norman, Assistant Director of Program.

December 21, 1972
Queen's Park, Toronto

Meeting with:

Doug Stone, Superintendent, Board of Education for
the Borough of Etobicoke;

Lance Bisch, Community School Liaison Officer,
Waterloo County Roman Catholic Separate School
Board;

Anthony Psutka, Principal,
St. Patrick School, Kitchener; and

David L. Smith, Co-ordinator of Community School
Programs, Hastings County Board of Education.

March 6, 1973
Waterloo

University of Waterloo.

Meeting with:

Dr. B. C. Matthews, President, and
members of the University.

March 6, 1973
Guelph

University of Guelph.

Meeting with:

Dr. W. C. Winegard, President, and
members of the University.

March 7, 1973
Hamilton

Mohawk College of Applied Arts and Technology.

Meeting with:

S. Mittminger, President, and
members of the College staff.

March 7, 1973
Hamilton

McMaster University.

Meeting with:

Dr. A. Bourns, President;
Dr. Fraser Mustard, Vice-President (Health and
Medical Services); and
other members of the University.

March 8, 1973
Toronto

Ryerson Polytechnical Institute.

Meeting with:

Dr. D. L. Mordell, President, and
members of the staff of the Institute.

March 9, 1973
Toronto

George Brown College of Applied Arts and
Technology.

Meeting with:

G. Armstrong, Vice-President, and
members of the College staff.

June 27, 1973
Queen's Park,
Toronto

Meeting with:

Dr. Alan Thomas, Chairman,
Department of Adult Education,
Ontario Institute for Studies in Education.

June 28, 1973
Queen's Park.
Toronto

Meeting with:

A. P. Gordon, Assistant Deputy Minister,
Ministry of Colleges and Universities.

L. M. Johnston, Assistant Deputy Minister,
Ministry of Colleges and Universities.

August 14, 1973
Lakehead University,
Thunder Bay.

Meeting with:

Dr. W.D.R. Eldon, Vice-President;
Dr. John Hart, Director of Continuing Education;
other members of the University;
Douglas Robson, President, Student Union;
Ms. Franklin, Canadian Society of Laboratory
Technicians; and
R. Armstrong, Canada Manpower.

August 14, 1973
Norshore Motor Hotel,
Thunder Bay

Meeting with:
Dr. E. R. Zimmerman
Lakehead University Faculty Association

August 14, 1973
Norshore Motor Hotel,
Thunder Bay

Meeting to discuss Interim Report Number One
with:

Iain Angus, Thunder Bay Parks and Recreation
Department;

James Aris, Trustee,
Lakehead Board of Education;

W. James Griffis, Business Administrator,
Lakehead Board of Education;

Andrew Hewitt, Thunder Bay Parks and Recreation
Department;

Bill Hyder, Region 1 Program Consultant,
Ministry of Education;

Marlene Lindsay,
Sports and Recreation Branch Consultant,
Ministry of Community and Social Services;

Peter Mutchler, Chief Librarian,
Thunder Bay Public Library; and

Marion Vickruck,
Lakehead Social Planning Council.

August 15, 1973
Thunder Bay

Confederation College of Applied Arts and
Technology.

Meeting with:

Dr. C.M. Johnson, Chairman,
Board of Governors;

Air Vice Marshall D.A.R. Bradshaw,
President; and

other members of the Board and members of the
College staff.

August 23, 1973
Queen's Park, Toronto

Meeting to discuss Interim Report Number One
with:

D. A. Garvie, Mohawk College of Applied Arts and Technology, Hamilton;

Mrs. Shannon Hogan, Community Education Officer, Ministry of Education, Toronto;

Walter Pitman, Dean of Arts and Sciences, Trent University, Peterborough.

September 12, 1973
Ottawa

Carleton University.

Meeting with:

Dr. Michael Oliver, President, and members of the University.

September 12, 1973
Skyline Hotel, Ottawa

Meeting with:

Dr. R. Guindon, O.M.I., Rector, University of Ottawa; and members of the University.

September 12, 1973
Ottawa

Department of Manpower and Immigration.

Meeting with:

Mr. J. P. Lefebvre, Director-General of Manpower Training Branch; and colleagues.

September 12, 1973
Skyline Hotel, Ottawa

Meeting to discuss Interim Report Number One with:

Mr. G. Laframboise, Business Administrator, Carleton Roman Catholic Separate School Board;

Mr. S. J. Berry, Director of Education, Carleton Board of Education;

Mr. T. Moore, Carleton Board of Education;

Mr. Burnett, Carleton Board of Education;

Mr. Hicks, Trustee, Carleton Board of Education;

Mrs. J. Dobell, Chairman, Ottawa Board of Education;

Jacques Faucher, Trustee,
Ottawa Board of Education;

Mr. J. H. Burwell, Assistant Superintendent,
Ottawa Board of Education;

Mrs. Joan Gawn, Citizens' Committee on Children,
Education Section;

Mrs. Doris Morning, Citizens' Committee on
Children, Education Section;

Mr. Ed. Wilson, Treasurer, Almonte and Area
Committee for Continuing Learning;

Mr. John Levy, Almonte and Area Committee for
Continuing Learning;

Mr. Lionel Bonnell, President,
Gloucester Community Council;

Mrs. Gail Brown, Director,
Nepean Parks and Recreation;

Mr. Gordon Wells, Sports and Recreation
Consultant, Ottawa Region,
Ministry of Community and Social Services;

Mr. John Zauhar, Department of Recrealogie,
University of Ottawa; and

Mr. Alan Clarke, Co-ordinator of Community
Development, Algonquin College of Applied Arts and
Technology.

September 13, 1973
Ottawa

Algonquin College of Applied Arts and Technology.

Meeting with:

Dr. Laurent Isabelle, President;

Alan Clarke, Co-ordinator for Community
Development;

Other members of the College staff;

Students in the Community Development Diploma
Program; and
Mr. F.G.B. Maskell, Mathematics Department.

September 18, 1973
Crouch Area Resource
Centre, London

Meeting to discuss Interim Report Number One
with:

Mr. Larry Mellen, Chairman,
London and Middlesex R.C.S.S. Board;
Mr. S. H. Woods, Trustee,
London and Middlesex R.C.S.S. Board;

Mr. Ken Regan,
Superintendent of Separate Schools,
London and Middlesex R.C.S.S. Board;

Mr. Bob O'Neill,

Superintendent of Development,
London and Middlesex R.C.S.S. Board;

Mrs. Irene Dawson, London Public Library;

Mr. Fred Struckett, London P.U.C.,
Parks and Recreation;

Mr. Doug Dekker, Community School Leader,
Trafalgar Community School;

Mr. Alistair McGhee, Community School Leader,
Lorne Avenue Community School.
Mr. Ted Gauci,
Lorne Avenue Community Council;

Mr. Ken Culle,
Lorne Avenue Community Council;

Mr. John Nelson, Chairman,
Hamilton Road Area Council;

Mr. Wayne Widdis,
Sports and Recreation Branch Consultant,
Western Ontario Region,
Ministry of Community and Social Services;

Mrs. Gladys Shular,
Hamilton Road Area Council;

Miss Paula Dreyer; and

Miss Joan Cox.

September 19, 1973
London

University of Western Ontario.

Meeting with:

Dr. D. C. Williams, President,
and members of the University.

September 19, 1973
London

Fanshawe College of Applied Arts and Technology

Meeting with:

W.J. Pillsworth,
Director of Community Services;
D.A. Grimes,
Chairman of Community Liaison.

January 9, 1974
Queen's Park
Toronto

Meeting with:

Paul Axelrod, Research Co-ordinator,
Ontario Federation of Students; and
Bob Anderson, President,
Students' Administrative Council,
University of Toronto.

January 17, 1974
Queen's Park, Toronto

Meeting with:

Vince Battistelli,
Chairman of Continuing Education Programs,
Humber College of Applied Arts and Technology.

January 22, 1974
Queen's Park, Toronto

Meeting with representatives of Woodsworth
College,
University of Toronto:

Professor Arthur Kruger, Principal;
Bill Bateman;
Dave Smithers; and
Alex Waugh.

January 22, 1974
Queen's Park, Toronto

Meeting with members of the executive council of
the Ontario Association for Continuing Education:

Bob Wiele, President;
Don Groff, Executive Director;
Doug Baker, Kingston, Ontario;
James Casburn, London, Ontario;
Mary Gee, London, Ontario;
Dave Kelleher, Ottawa, Ontario;
Ken McKeracher, Toronto, Ontario;
Foster Vernon, Toronto, Ontario;
John Wegenast, Kingston, Ontario.

January 23, 1974
Queen's Park, Toronto

Meeting with representatives of Ontario Teachers' Federation:

Geoff Wilkinson, President;
Dr. Nora Hodgins, Secretary-Treasurer; and
Howard Fluxgold, Research Director.

January 23, 1974
O.E.C.A., Toronto

Ontario Educational Communications Authority.

Meeting with:

Ran Ide, Chairman, and
members of the Authority staff.

January 24, 1974
Queen's Park, Toronto

Meeting with:

Ran Ide, Chairman,
Ontario Educational Communications Authority; and
Chuck Williams, Director of Special Projects,
Ontario Educational Communications Authority.

February 12, 1974
Queen's Park, Toronto

Meeting with:

Dr. H. M. Good, Queen's University,
Kingston, Ontario.

February 13, 1974
Queen's Park, Toronto

Meeting with representatives of the Ontario Recreation Society:

R. Vince Gillis, President;
Gordon C. Hutchinson, Past-President; and
Peter Noble, Vice-President.

February 13, 1974
O.I.S.E., Toronto

Ontario Institute for Studies in Education.

Meeting with:

Dr. R.W.B. Jackson,
Director and members of the Institute.

February 14, 1974
Queen's Park, Toronto

Meeting with:
J. Vincent O. Kelly, Toronto, Ontario.

February 26, 1974

Kitchener

Conestoga College of Applied Arts and Technology

Meeting with:
John Goddard,
Acting President;
representatives of the Board of Governors;
and members of the college staff.

February 27, 1974
Windsor

St. Clair College of Applied Arts and Technology.

Meeting with:

Dr. R. C. Quittenton, President;
John Charlesworth;
Gary Lucier; and
other members of the College staff.

The Select Committee on the Utilization of Educational Facilities
Final Report

Appendix F

■ Written Submissions Received by the Committee

Almonte and Area Community Information and Support Project

Jack V. Andre, Orillia, Ontario

Morris Ashbury, Walkerton, Ontario

Association Canadienne-Française de l'Ontario, Ottawa, Ontario

Atikokan Board of Education

David Bakan, York University, Downsview, Ontario

Dean Barner, Northern College of Applied Arts and Technology,

Miss Mary Anne Bellis, Windsor, Ontario

John F. Bennet, London, Ontario

Mrs. D. Ray Bouvier, Toronto, Ontario

Boy Scouts of Canada, Kingston Regional Council

Boy Scouts of Canada, Port Colborne District Council

Boy Scouts of Canada, Provincial Council for Ontario

Air Vice Marshall, D.A.R. Bradshaw, President, Confederation
College of Applied Arts and Technology, Thunder Bay, Ontario

Laurie G. Branch, Director of Recreation Services, Town of Burlington

Brant County Board of Education

Brooklin Horticultural Society

Bruce County Board of Education

Canadian Society for Creative Leathercraft, London, Ontario

Canadian Society for Creative Leathercraft, Woodstock, Ontario

Canadian Swimming Pool Design Services, Ltd., Waterloo, Ontario

Carleton Roman Catholic School Board

Carleton University, Ottawa, Ontario

Centennial College of Applied Arts and Technology,
Scarborough, Ontario

Centreville Community School Association, Kitchener, Ontario

Chatham Memorial Community Centre

Child Development Centre, Niagara Institute for Human Development, Welland, Ontario

Le Conseil des Ecoles Séparées Catholiques du District de Cochrane-Iroquois Falls

Congestoga College of Applied Arts and Technology, Kitchener, Ontario

Mrs. H. Marjory Cott, Forest, Ontario

Don Mills Residents' Association

Dorchester and District Athletic Association

Dorchester Lions Majorette and Dance Corps.

Mrs. Norma B. Drummond, Scarborough, Ontario

Dryden Board of Education

Mrs. Barbara H. Durant, Brockville, Ontario

C.S. Edwards, Toronto, Ontario

Essex County Roman Catholic Separate School Board

Fairmeadow Home and School Association, Willowdale, Ontario

W. James Ferguson, Toronto, Ontario

P. Floroff, Toronto, Ontario

W. Frank, Toronto, Ontario

Frontenac-Lennox and Addington County Roman Catholic Separate School Board

S. Garland, Toronto, Ontario

George Brown College of Applied Arts and Technology
Toronto, Ontario

Georgetown Tennis Club

Gloucester North Social Goals Advisory Committee

Grey County Board of Education

W. James Griffis, Port Arthur, Ontario

Board of Park Management for the Corporation of the City of Hamilton

A.T. Hastey, Clerk, City of Ottawa, Ontario

Ian Havard, Toronto, Ontario

Mrs. Stewart Henry, Walkerton, Ontario

Hillcrest Public School After-Four Program, Toronto, Ontario

Mrs. Ella Hosak, Woodstock, Ontario

Huron-Perth County Roman Catholic Separate School Board

Interested Parents, Ward 10, Toronto, Ontario

Mrs. Ene James, Rexdale, Ontario

Miss J. Kabayama, Sir Wilfred Laurier High School,
Ottawa, Ontario

Kingsley Community School and Resource Centre, Toronto, Ontario

Kingsville and Gosfield South Board of Management and Control

Kinsmen's Club of Walkerton

Kitchener Parks and Recreation Commission

A.F. Knowles, Don Mills, Ontario

A. Korkola, Vice-Principal, Marathon High School, Marathon, Ontario

Miss Helen Kyriakopoulos, Toronto, Ontario

Lakehead University, Thunder Bay, Ontario

Leeds and Grenville County Board of Education

Loyalist College of Applied Arts and Technology
Belleville, Ontario

Miss Shelagh Luka, Willowdale, Ontario

Manitoulin Board of Education

May Court Club of Windsor, Ontario

Mrs. Mary A. McIntosh, Scarborough, Ontario

Metropolitan Toronto Library Board

Alex E. Niaclar, Ottawa, Ontario

Niagara College of Applied Arts and Technology,
Welland, Ontario

Niagara South Board of Education

Miss Dagmar Nikolic, Oakville, Ontario

North Dorchester Recreation and Community Centre Committee

Board of Education for the Borough of North York

Northern College of Applied Arts and Technology,
Timmins, Ontario

Ontario Association for the Mentally Retarded, Toronto, Ontario

Ontario Federation of Labour

Ontario Horticultural Association

Ontario Library Association

Ontario Municipal Recreation Association

Ontario Municipal Recreation Association, Niagara Zone

Ontario Provincial Library Council

Ontario School for the Deaf, Belleville, Ontario

Ontario School Trustees' Council

Ontario Secondary School Teachers' Federation

Oshawa Horticultural Society
Oshawa Minor Hockey Association
Oxford County Weavers Guild
Parent Cooperative Preschools International, Ottawa Council
Park Business College, Hamilton, Ontario
Queen's University, Kingston, Ontario
Quetico Education Centre
Quinte Arts Council Belleville, Ontario.
R.C. Quittenton, President, St. Clair College of Applied Arts and Technology, Windsor,
Ontario
George Redman, Ottawa, Ontario
Rehabilitation Institute of Ottawa, Ontario
Blayne Rennick, Commissioner of Parks and Recreation, Galt, Ontario
S. G. Reynolds, Brantford, Ontario
Mrs. Arnold Rolstin, Walkerton, Ontario
Mrs. T. Smith, Hamilton, Ontario
Social Planning Council of Metropolitan Toronto, Community Day Care Committee
Social Planning and Research Council of Sarnia and Lambton, Inc., Day Care Committee
Sof-Tex Cleaning Processing Corporation, Downsview, Ontario
Lionel Spector, Ottawa, Ontario
Stormount, Dundas and Glengarry County Roman Catholic Separate School Board
Teacher-Librarians of Lambton County
Edra Thompson, Vineland, Ontario
Thunder Bay Public Library
Conseil des Ecoles Séparées Catholiques du District de Timmins
Toronto Public Library

Bernard Turowetz, Toronto, Ontario

University of Toronto: Students' Administrative Council

Urban Development Institute, Ontario

Walkerton Women's Institute

Miss Edith Webber, Woodstock, Ontario

Welland County Roman Catholic Separate School Board

James E. Wilson, Hamilton, Ontario

Miss Peggy Witt, Toronto, Ontario

York District Canadian Power Squadrons

■ Written Submissions Received in Response to the Interim Reports

1. Interim Report Number One — Public Feedback.

Mrs. Clare Agranove, Toronto, Ontario.

S. James Albert, Director,
School of Social Work, Carleton University, Ottawa.

Association for Early Childhood Education of Ontario, Halton Branch.

Association for Early Childhood Education, Ontario.

Association for Early Childhood Education of Ontario, Stratford Branch.

Association for Early Childhood Education of Ontario, Toronto Branch.

Mrs. D. Ray Bouvier, Toronto, Ontario

L.G. Bradley, Recreation Director, Ajax, Ontario.

Brant County Board of Education.

Mr. R. Crawford, Librarian,
Sherwood Secondary School, Hamilton, Ontario.

Scott Darrach, Community School Consultant,
Central Ontario Region, Ministry of Education
with W.A. Smith, Durham Board of Education.

Donald Dowden, Trustee, Brant County Board of Education

Durham Board of Education

Durham Roman Catholic Separate School Board.

Dufferin-Peel Roman Catholic Separate School Board, Central Education Committee.

The Board of Education for the Borough of Etobicoke.

Essex County Roman Catholic Separate School Board.

Mrs. Kathleen Fay, Ottawa, Ontario

Frontenac County Board of Education

Frontenac, Lennox and Addington County Roman Catholic Separate School Board

Mike Furlong, Dryden, Ontario

D.A. Garvie, Mohawk College of Applied Arts and Technology, Hamilton, Ontario

Geraldton Board of Education

Roland A. Glendinning, Coordinator of Community School Programs
Leeds and Grenville County Board of Education
with Beaton Tulk, Graduate Student
Memorial University, Newfoundland

Dr. Thomas Goodale, School of Physical Education and Recreation, University of Ottawa

Mr. E.V. Hughes, Scarborough, Ontario

Humber College of Applied Arts & Technology Symposium on Community Use of Educational Resources

C.D. Kent, Director
Board of the Lake Erie Regional Library System

E.A. Ker, Principal
Pelham Secondary School, Fenwick, Ontario

Kenora Board of Education

Robert J. King, Guelph, Ontario

Mrs. Stella Koros, Weston, Ontario

Lakehead Board of Education

Lambton County Roman Catholic Separate School Board

Leaside-East York University Women's Club

Leeds and Grenville County Board of Education

London and Middlesex County Roman Catholic Separate School Board

Joseph L. MacMartin, Don Mills, Ontario

S.G. McLaughlin, Willowdale, Ontario

Metropolitan Separate School Board.

Mohawk College of Applied Arts & Technology,
Advisory Committee for Community Education.

Norfolk County Board of Education.

Northwestern Ontario Directors of Recreation Association.

Ontario Association of Education Administrative Officers.

Ontario Library Association.

Ontario Ministry of Community and Social Services,
Sports and Recreation Bureau.

Ontario Municipal Recreation Association.

Ontario Secondary School Teachers' Federation.

Board of Education for the City of Ottawa.

Oxford County Board of Education.

Oxford County Roman Catholic Separate School Board.

Peel County Board of Education,
Curriculum Development Council.

Peterborough-Victoria-Northumberland and Durham County Roman Catholic Separate School Board.

Miss A.C. Pope, R.N., Toronto, Ontario.

Susan Porter, Guelph, Ontario.

Irene Pozlusny, Librarian,
Westmount Secondary School, Hamilton, Ontario.

Queen Alexandra Community Action Group,
Belleville, Ontario.

R.C. Quittenton, President, St. Clair College of Applied Arts and Technology, Windsor,
Ontario.

D.F. Roberts, Midnorthern Regional Office,
Ministry of Education,
Sudbury, Ontario.

Mrs. J.D. Robinson, Flesherton, Ontario.

Ted Robinson, Oshawa, Ontario.

Board of Education for the Borough of Scarborough.

Sir John A. MacDonald Collegiate Institute,
Agincourt: Staff Committee.

Sheila Sloan, Ottawa, Ontario.

Society of Directors of Municipal Recreation of Ontario.

Gary Stephenson, Principal,
Bancroft Public School, Bancroft, Ontario.

Mrs. Edra Thompson, Vineland, Ontario.

Board of Education for the City of Toronto.

Mrs. Elizabeth Tremain, Toronto, Ontario.

University of Ottawa: School of Physical Education and Recreation.

University of Toronto.

John L. Wegenast, Coordinator, Continuing Education and Community Schools,
Frontenac County Board of Education.

Wellington County Board of Education.

Mary E. Welsh, Trustee,
Brant County Board of Education.

City of Windsor: Advisory Committee for Long-Range Recreational Planning.

YMCA of Metropolitan Toronto.

Written Submissions Received in Response to the Interim Reports

2. Interim Report Number Two — Public Feedback.

D.C. Anderson, Principal,
Kenton Public School, Willowdale, Ontario.

Mrs. D.R. Bouvier, Toronto, Ontario.

Brant County Board of Education.

Dufferin-Peel Roman Catholic Separate School Board:
Central Education Committee.

Federation of Women Teachers' Associations of Ontario.

Humber College of Applied Arts & Technology, Rexdale: Symposium on Community Use of
Educational Resources.

Ontario Association of Education Administrative Officers.

Ontario Municipal Recreation Association.

Ontario Secondary School Teachers' Federation, Waterloo, Ontario

Peel County Board of Education: Curriculum Development Council.

R.C. Quittenton, President, St. Clair College of Applied Arts and Technology, Windsor,
Ontario.

Mrs. J.D. Robinson, Flesherton, Ontario.

Board of Education for the Borough of Scarborough.

University of Toronto.

Wellington County Board of Education.

Written Submissions Received in Response to the Interim Reports

3. Interim Report Number Three — Public Feedback.

Howard Adelman, Chairman, Department of Philosophy,
Atkinson College, York University,
Downsview, Ontario.

Algonquin College of Applied Arts and Technology, Ottawa, Ontario.

Carleton University, Ottawa, Ontario.

Confederation College of Applied Arts and Technology, Thunder Bay, Ontario.

Dufferin County Board of Education.

George Brown College of Applied Arts and Technology,
Toronto, Ontario.

A.F. Knowles, Don Mills, Ontario.

Lakehead University, Thunder Bay, Ontario.

Loyalist College of Applied Arts and Technology,
Belleville, Ontario.

Neil McLean, Toronto, Ontario.

Niagara College of Applied Arts and Technology, Welland, Ontario.

Northern College of Applied Arts and Technology.

Ontario Association for Continuing Education

Ontario Educational Communications Authority.

Miss A.C. Pope, R.N., Toronto, Ontario.

Ryerson Polytechnical Institute, Toronto, Ontario.

St. Clair College of Applied Arts & Technology,
Windsor, Ontario.

K.A. Steele, Ottawa, Ontario.

Trent University, Peterborough, Ontario.

Ronald L. Watts, Principal and Vice-Chancellor,
Queen's University, Kingston, Ontario.

G.H. Wright, Director, College Bibliocentre,
Don Mills, Ontario.

The Select Committee on the Utilization of Educational Facilities
Final Report

Appendix G

- Visits of the Committee
- Ontario

■ Schools:

Belleville	August 2, 1972 King George Public School Moira Secondary School
Copper Cliff	July 26, 1972 Copper Cliff High School
Etobicoke	August 3, 1972 Elms Community School
Hamilton	February 9, 1972 St. Daniel's Separate School
	February 9, 1972 Sir Winston Churchill Collegiate
Napanee	August 1, 1972 Golf Course Public School
	North Bay
	July 27, 1972 Marshall Park Public School Mother St. Bride Separate School
Oakville	February 21, 1973 White Oaks Secondary School
Oshawa	February 2, 1972 General Vanier Secondary School St. Phillips Separate School
Peterborough	August 1, 1972 Peterborough Collegiate Institute
Petrolia	February 22, 1972 Lambton Central Collegiate and Vocational Institute St. Philip's Separate School

Red Lake	February 16, 1972 Red Lake District High School
Sarnia	February 22, 1972 Alexander MacKenzie Secondary School High Park Public School St. Benedict Separate School
Sault Ste. Marie	July 24, 1972 St. Veronica School
Sioux Narrows	February 16, 1972 Father Moss Separate School
St. Catharines	February 10, 1972 West Park Secondary School
Sudbury	July 26, 1972 Sudbury High School
Thunder Bay	February 15, 1972 Agnew H. Johnston Public School Hammerskjold High School St. Vincent Separate School
Toronto	February 1, 1972 Jesse Ketchum Public School Kensington Community School
	February 21, 1973 Kensington Community School
Windsor	February 24, 1972 Assumption College

■ Colleges of Applied Arts and Technology

Algonquin College, Ottawa, Ontario
September 13, 1973

Cambrian College, North Bay, Ontario
July 27, 1972

Cambrian College, Sault Ste. Marie, Ontario
July 24, 1972

Conestoga College, Kitchener, Ontario
February 26, 1974

Confederation College, Thunder Bay, Ontario
February 15, 1972
August 15, 1973

Durham College, Oshawa, Ontario
February 2, 1972

Fanshawe College, London, Ontario
September 19, 1973

George Brown College, Toronto, Ontario
March 9, 1973

Mohawk College, Hamilton, Ontario
February 8, 1972
March 7, 1973

St. Clair College, Windsor, Ontario
February 27, 1973

St. Lawrence College, Kingston, Ontario
July 31, 1972

■ Universities

Carleton University, Ottawa, Ontario
September 12, 1973

University of Guelph, Guelph, Ontario
March 6, 1973

Lakehead University, Thunder Bay, Ontario
August 14, 1973

McMaster University, Hamilton, Ontario
March 7, 1973

University of Waterloo, Waterloo, Ontario
March 6, 1973

University of Western Ontario, London, Ontario
September 19, 1973

■ Other Educational Institutions and Facilities

Crouch Resource Centre, London, Ontario
September 18, 1973

Elliot Lake Centre for Continuing Education, Elliot Lake, Ontario
July 25, 1972

Geneva Park Conference Centre
August 21, 1972

McConnell Lake Junior Forest Ranger Camp

July 26, 1972
Ontario Athletic Leadership Camp, Longford Mills, Ontario
August 21, 1972

Ontario Educational Communications Authority, Toronto, Ontario
January 23, 1974

Ontario Institute for Studies in Education, Toronto, Ontario
February 13, 1974

Quetico Education Centre
February 16, 1972

Ryerson Polytechnical Institute, Toronto, Ontario
March 8, 1974

Manitoba

Winnipeg February 18, 1972
Dufferin Street Public School

United States

November 8, 1972
Durant-Turi School
Genesee Area Skill Centre
Genesee Community College
Roy Wilkins Community School
Summerfield Community School

Saratoga Springs, New York August 21, 1973
Empire State College
State University of New York

Trip to Europe

Denmark

■ Group A
(Messrs. McIlveen, Smith, Gaunt, Mrs. Birch)

Copenhagen September 25, 1972
Ministry of Education
Tingbjerg Comprehensive School
Tingbjerg Day Nursery
Tingbjerg Kindergarten

Copenhagen September 26, 1972
Collective Housing for the Handicapped

Hillerod September 25, 1972
Grundtvigs Folk High School

■ Group B
(Messrs. McNie, Havrot, Maeck, Newman, Beckett)

Copenhagen September 20, 1972
Ministry of Education

September 21, 1972
Youth Club run by Police Force

England

■ Groups A and B

September 29, 1972
The Open University, Bletchley

October 3, 1972
The Barbican Project
Department of Education and Science

October 4, 1972
Department of Education and Science

Finland

■ Group A

Espoo

September 18, 1972
 Tapiola New Town — City Centre
 — Community Centre
 — Secondary School

Mattby Finnish Primary School, Matinkyla
 Kivenlahti New Town

September 19, 1972
 Social Service Bureau, City Hall
 Tapiola New Town — Kindergarten
 — Nursery School

Helsinki

September 19, 1972
 Helsingin Suomalainen Yhteiskoulu

Holland

■ Group B

Amsterdam

September 19, 1972
 Youth Advisory Centre

The Hague

September 18, 1972
 Industry-Education Contact Centre
 Mariahoeve Community Centre
 Ministry of Cultural Affairs

Haarlem

September 19, 1972
 Aged Service Centre

Voorburg

September 18, 1972
 Old Age Service Centre
 Community Recreation Centre

Sweden

■ Group A

Danderyd

September 20, 1972
 Family Housing Development for the Elderly

Gothenburg

September 22, 1972
 Björkholms School
 Burgardens Gymnasiet

Skarholmen

September 21, 1972
 Satra School and Public Library

Stockholm	September 20, 1972 Nora Latine Gymnasiet School of Economics
	September 21, 1972 City Library
■ Group B	
Bromma	September 25, 1972 Blackebergs Gymnasiet
Gothenburg	September 22, 1972 Gummetorgs School
Stockholm	September 25, 1972 Folk University
	September 26, 1972 City Hall Asobergets Daghem

3 1761 11466007 9

